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Emotional Maturity among Prospective Teachers: A Descriptive Study

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Abstract

Education is the best investment in the present and future outcomes. The National Education Policy 2020 envisions revolutionary reforms in teacher education to train competent, reflective, and emotionally resilient educators capable of contributing to a knowledge-driven society. Translating policy into practice requires not only pedagogical skills but also strong psychological preparedness. In this context, the present investigate examines emotional maturity in prospective teacher of Assam. Emotional maturity enables prospective teachers to regulate emotions, manage classroom challenges, and demonstrate professional stability. B.Ed. student teachers studying in different affiliated B.Ed. colleges under different universities of Assam selected as a population for the study. Descriptive Cum Survey Method has adapted and 100 prospective teachers were selected as a sample of the present investigation through the simple random sampling technique. Standardized tools are adapted to measure emotional maturity. The data were analyzed using descriptive and inferential statistical techniques, including Mean, Median, Mode, Standard Deviation (SD), Percentage and t-test. The result of the investigation found that the majority of prospective teachers have average level of emotional maturity. The findings also indicate that there is no significant difference in the emotional maturity of prospective teachers with regard to gender, management, and stream.

Key Words: *Emotional Maturity, Prospective Teacher, Psychological Preparedness.*

Introduction

Education is the systematic procedure of acquisition of knowledge, good habits, skills, moral values and beliefs. Human being is a valuable natural resource which requires to be appreciated, nourish and developed with affection, attention and guidance. Education has play important role in shaping the socio economic aspects of country. Education develops man power for various aspects such as social, cultural, economic features of country, so we can conclude as an education is the best investment in the present and future outcomes. According to the Goods Dictionary of Education, "Teacher education refers to all of the formal and informal activities and experiences that help a person to assume the responsibilities of a member in the field of education or to discharge his responsibilities more effectively". Teacher education considered as a policy and procedure which provides knowledge, teaching experience, information and developed positive attitude towards teaching. Teacher education enhances skill which helps the teachers to do their duties effectively. Teacher education is a programme which gives importance to develop and nourishes all essential skills for proficiency and competency in order to prepare trained teacher for the future.

Emotion is considered as a complex psycho physiological acquaintance or understanding of an individual's condition of mind while interacting with scientific and environmental factors. Etymologically the term emotion is derived from 'emovere' Latin word which refers to 'to excite' or 'to stir up'? According to crow and crow (1973) emotion is an effective experience

that comes with linear adjustment and mental and psychological conditions of an individual which shows itself in his overt behaviour. Various psychologists have make an effort to define the word 'emotion' in their own ways and describe emotion as a kind of feelings or useful experiences which results in physiological changes that lead them to perform various types of behavioural acts. Emotions are natural human responses having both positive and negative impact on the well-being of every individual. Unpleasant emotions like anger, jealousy, sadness, fear of rejection are harmful to the well-being of individual are considered as a negative emotions on the other, pleasant emotions like joy, pride, love, curiosity, etc. are helpful for well-being of every individual, are termed as a positive emotions.

If we try to conclude the impact of emotional experiences on the well-being of individuals, we can say that emotions have both effects positive as well as negative.

- **Positive emotions**-Happiness, gratitude, love, joy, excitement etc. these all are considered as positive emotion which feels good**.**
- **Negative emotions**-Sadness, self-criticism, fear of failure, jealousy etc. all are considered as negative emotions feels painful at times.

Maturity, the role of maturation play effective role in the development of emotions of every individual's life. As every individual acquire both positive and negative emotions through instruction or the living world so emotions or emotional characteristics are learned and acquired process of our behviour.

Emotional Maturity is considered as the characteristics of emotional behaviour which is normally accomplish by an adult after completion of his adolescence period. After acquisition of emotional maturity a person is able to manage a well-balanced emotional behaviour in his daily life. Emotional matured person are capable to protect from the entire negative situation which is harmful to its mental, physical, spiritual and emotional health. The characteristics and traits of an emotional matured person as;

- A person who usually expresses his/her emotions in an effective way which is socially acceptance.
- A person who is able to control over both positive and negative emotions, unacceptable emotional outburst found on him.
- A person who is not a day dreamer he\she is able to consider things in his real perspectives.
- Have appropriate understanding of the harmony between nature, intensity and their outcomes of his emotions.
- Have exercised for intellectual power like thinking and reasoning which help to make any decision of life.
- He/She never blame and argue with others for his mistakes or undesirable behaviour.
- He/She is always honest towards his behaviour.
- Have adequate self-concept and self-respect and able to understand feeling and emotions of others.
- A person who maintains the social as well as personal relationship.

Significance of the study

Education is considered as a best investment in the present and future outcomes. In this present era our society needs quality education and this aim not to be fulfilled without quality teachers **(Hassna & Mohammad, 2015)** because being taught in a good school is not important as being taught by a quality and trained teacher. Every country follows own rules and regulations in the process of developing educational system and make strategies or Policy to express unique anthropological uniformity as well as connect with the present situation, because the success of any country decided by their quality of education and that quality of education and quality of teachers. Quality teachers possible if country has a developed quality teacher education. Teachers have power to influence and shaping every aspects of children life. The teacher behaviour has a impact on their students because students who blindly follow every behaviour of their teacher. The student teachers are the future of our country who can influence their students by drawing out their best in them hence, it is important to investigate the emotional maturity of student teachers because it is very critical factors which impacts their overall psychological well being. Emotional matured teacher can manage their teaching efficacy, able to manage classroom in positive manner, able to adjust in every situations and manage relationship with students and colleagues. Emotional matured teacher can produce emotionally matured students. **According to Vivekananda,** education was not only collection of information but something more meaningful; he felt education should be man making, life giving and character building. It is significant aspect to find out the

factors which are responsible for developing their emotional maturity because emotional maturity is a crucial condition of an overall development of every individual's life. It includes all the aspects which help to understand and manage all positive and negative emotions and also able to respond to all critical situation in a socially appropriate manner, and maintain relationship in positive healthy and stable way.

Review of Related Literature

Sharma Sonal (2021) investigated Emotional Maturity among Senior Secondary School Students by using survey method from 440 senior secondary school students of Utter Pradesh through stratified sampling technique. Result of the study found that emotional maturity have positive relationship with academic achievement and higher level of emotional maturity ingovernment school and rural school students in comparison to private schools, and urban senior secondary school students. The result also revealed that male and female both have similar level of emotional maturity. **Miriyan Kamala et al. (2021)** conducted a study on emotional maturity of secondary school students in the Krishna district. A random sampling technique was used to taken 200 secondary school students and mean, percentage of mean, t-test, standard deviation was used to analyze the data. The result has also revealed that 90.05% students have very high emotional maturity. Study has also found that there is no significant difference in gender and locality. **Ravichandra (2024)** revealed that the majority of the researchers showed that Secondary School students have low emotional stability and they are not able to handle their emotions. **Deepa Jangra et al. (2020)** conducted a study to find out the role of emotional maturity on gender of early adults. 100 participants were taken under the study that completed the age 18-22. The result revealed that there were significant gender differences of early adults with demographic variables in emotional maturity and result also received that there is no difference were found in emotional regret on the dimension. **Desai Pragna (2007)** conducted a study on emotional maturity social competence and personality among only born adolescents and sibling adolescents. Simple random technique was used to select 12 to 17 years 400 adolescents from socio economic family status from urban and rural area of state of Gujarat. Result showed that various dimensions of emotional maturity that urban and rural adolescent are significantly differ on emotional maturity, social maladjustment, Lack of independence and total maturity score.

Statement of the problem

"Emotional Maturity among Prospective Teachers: A Descriptive Study"

Operational Definitions of the Terms Used

- **Emotional Maturity:** Emotional Maturity refers to an individual's ability to express emotions in accordance with the demands of a situation.
- **Prospective Teacher:** In the present study prospective teachers refer to the students enrolled in teacher education (B.Ed. programmes) institutions in Assam**.**

Objectives of the Study

- To study the level of emotional maturity of prospective teachers.
- To study the significant difference, if any in the emotional maturity of prospective teachers with regard to gender.
- To study the significant difference, if any in the emotional maturity of prospective teachers with regard to management.
- To study the significant difference, if any in the emotional maturity of prospective teachers with regard to stream

Hypothesis of the Study

1. There is no significant difference in the emotional maturity of prospective teachers with regard to gender.
2. There is no significant difference in the emotional maturity of prospective teachers with regard to management.
3. There is no significant difference in the emotional maturity of prospective teachers with regard to gender management.

Delimitation of the Study

1. The present study was conducted on 100 prospective teachers only.
2. The present study was confined to Gauhati University affiliated B.Ed. colleges of Assam only.

Methodology of the study

Method

The researcher has adopted Descriptive Cum Survey Method of educational researchfor present study.

Population

The population for the present study consisted of prospective teachers studying in different affiliated B.Ed. colleges under different universities of Assam.

Sample

For the present study a sample of 100 prospective teachers was selected through the simple random sampling technique.

Tool Used

For the present study, the researcher used a five point self- report "Emotional Maturity Scale" developed by Jemy Jose Mathew and Dr. Malini P.M. to assess the emotional maturity of prospective teachers.

Analysis and Interpretation of the Data

The data were analyzed using descriptive and inferential statistical techniques, including Mean, Median, Mode, Standard Deviation (SD), Percentage and t-test.

Objective: 1. To study the level of emotional maturity of prospective teachers.

Table No.- 1

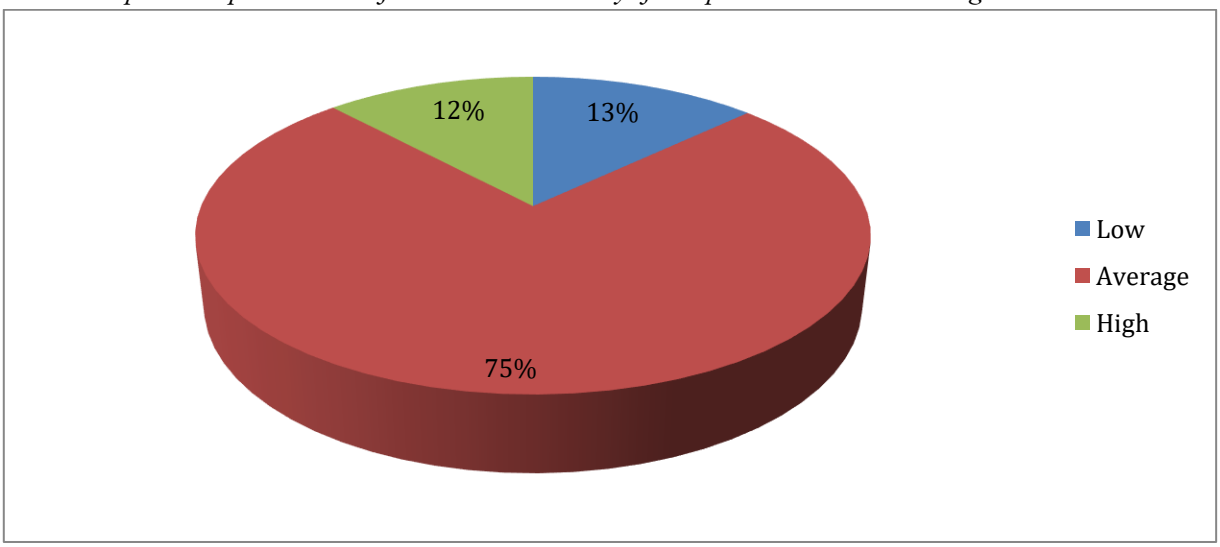
The level of emotional maturity of prospective teachers

Variables	Mean	SD	Distribution Score	EXTENT	Level	Percentage
Emotional Maturity	119.49	15.67	Below M-1 SD	71-103	Low Maturity	13%
			Between M+/- 1 SD	104-135	Average Maturity	75%
			Above M+1 SD	136-164	High Maturity	12%

The table no. 1 reveals that 13% of the prospective teachers have a low emotional maturity, whereas the majority of 75% prospective teachers have an average level of emotional maturity and 12% of the prospective teachers have high level of emotional maturity. Study indicates that the majority of the prospective teachers demonstrate an average level of emotional maturity.

Fig. No.-1

Graphical Representation of Emotional Maturity of Prospective Teachers with Regard to Gender



Objective: 2. To study the significant difference, if any in the emotional maturity of prospective teachers with regard to gender.

Hypothesis: There is no significant difference in the emotional maturity of prospective teachers with regard to gender.

To examine the gender difference in emotional maturity among prospective teachers, the t-test was employed. The comparison was based on the overall scores of the emotional maturity scale as presented in Table No. 2.

Table No. 2

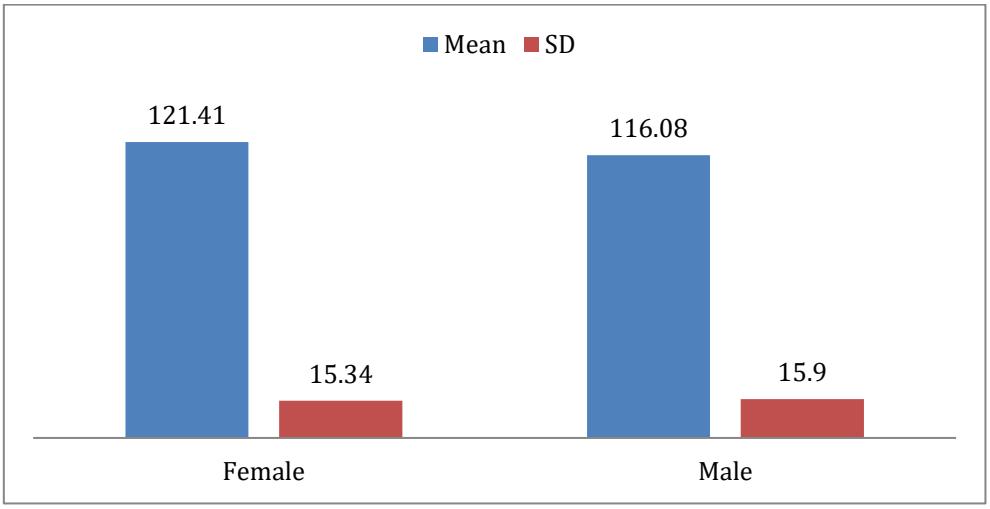
Emotional maturity of prospective teachers with regard to gender

Gender	N	Mean	SD	SEd	t-value	Df	Remark
Female	64	121.41	15.34	3.27	1.63	98	Not Significant
Male	36	116.08	15.90				

The table no. 2 indicates that the calculated t-value (1.63) is lower than the critical t-value at the 0.05 level of significance. The difference between the mean emotional maturity scores of female (M=121.41, SD = 15.34) and male (M = 116.08, SD = 15.90) prospective teachers is not statistically significant. Hence, the null hypothesis is not rejected. The researcher concluded that there was no significant difference in the emotional maturity of male and female prospective teachers.

Fig. No.-2

Graphical Representation of Emotional Maturity of Prospective Teachers with Regard to Gender



Objective: 2. To study the significant difference, if any in the emotional maturity of prospective teachers with regard to management.

Hypothesis: There is no significant difference in the emotional maturity of prospective teachers with regard to management.

To examine the difference in emotional maturity among prospective teachers with regard to management, the t-test was employed. The comparison was based on the overall scores of the Emotional Maturity Scale as presented in Table No.-3.

Table No.-3

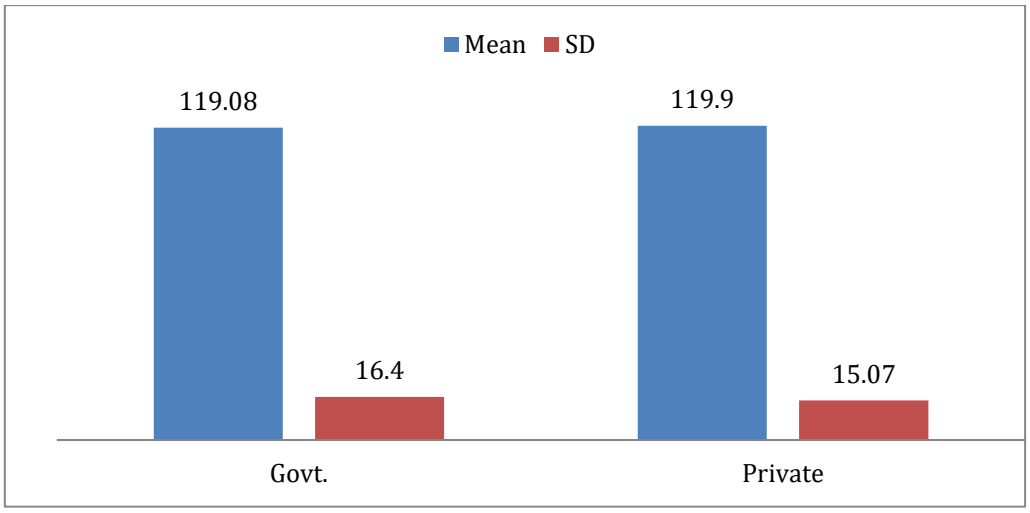
Emotional Maturity of prospective teachers with regard to management

Management	N	Mean	SD	SEd	t-value	df	Remark
Govt.	50	119.08	16.40	3.15	0.26	98	Not Significant
Private	50	119.90	15.07				

The table no. 3 indicates that the calculated t-value (0.26) is lower than the critical t-value at the 0.05 level of significance. The difference between the mean emotional maturity scores of govt. (M=119.08, SD = 16.40) and private (M = 119.90, SD = 15.07) prospective teachers is not statistically significant. Hence, the null hypothesis is not rejected. The researcher concluded that there was no significant difference in the emotional maturity of government and private prospective teachers.

Fig. No.-3

Graphical Representation of Emotional Maturity of Prospective Teachers with Regard to Management



Objective: 4. To study the significant difference, if any in the emotional maturity of prospective teachers with regard to gender management.

Hypothesis There is no significant difference in the emotional maturity of prospective teachers with regard to gender management.

To examine the difference in emotional maturity among prospective teachers with regard to stream, the t-test was employed. The comparison was based on the overall scores of the Emotional Maturity Scale as presented in Table 4.

Table No.-4

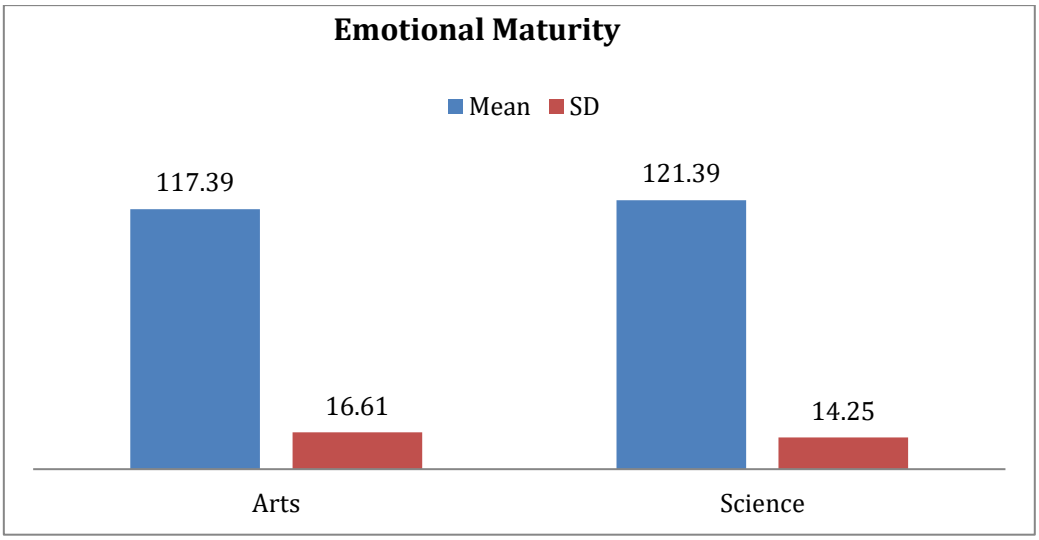
Emotional Maturity of prospective teachers with regard to management

Stream	N	Mean	SD	SEd	t-value	Df	Remark
Arts	55	117.39	16.61	3.09	1.46	98	Not Significant
Science	45	121.91	14.25				

The table no.-4 indicates that the calculated t-value (1.46) is lower than the critical t-value at the 0.05 level of significance. The difference between the mean emotional maturity scores of arts (M=119.08, SD = 16.40) and science (M = 119.90, SD = 15.07) prospective teachers is not statistically significant. Hence, the null hypothesis is not rejected. The researcher concluded that there was no significant difference in the emotional maturity of arts and science prospective teachers.

Fig. No.-4

Graphical Representation of Emotional Maturity of Prospective Teachers with Regard to Stream



Result and Conclusion of the Study

- The findings of the study indicate that the majority of 75% prospective teachers have average level of emotional maturity whereas 13% and 20% prospective teachers exhibit low and high levels of emotional maturity.
- The findings revealed that there is no significant difference in the emotional maturity of male and female prospective teachers.
- The findings revealed that there is no significant difference in the emotional maturity of prospective teachers studying in government and private teacher education institutions.
- The findings revealed that there is no significant difference in the emotional maturity of science and arts stream of prospective teachers.

Conclusion

Overall, result of the study indicate that majority of prospective teachers have average level of emotional maturity that possess a moderate level of understand and express their emotions constructively and able to regulate appropriately to different situations. Study also revealed that small proportion of prospective teachers has low emotional maturity that may indicate face difficulties in emotional regulations and dealing with the different situations. While no significant difference were found in emotional maturity with regard to gender (Male/Female), type of institution (Govt./Private) and stream (Science and Arts). This suggests that emotional maturity of prospective teachers is not significantly influenced by these demographic and academic variables. These findings suggest that emotional maturity is shaped by experiences, social interactions, family environment and educational experiences.

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