

# A Case Study on Emotional Maturity Level of B.Ed. Student Teacher of Kohima District

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## Abstract

*The objective of the present study is to examine the level of emotional maturity level amongst student teacher admitted for B.Ed course. Emotional development is one of the major aspects of human growth and development. Emotion like anger, fear, love, etc plays a great role in the development of a child's personality. This single sided development leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and mal-adjustment of the emotions of a person. Hence being a teacher it is most important to maintain emotional balance to deal with the children at school. For the purpose of studying emotional maturity level of student teacher, two Institute offering BEd course from Kohima district of Nagaland have been taken under consideration. Necessary measures need to be taken for enhancing level of emotional maturity being suggested.*

## Key Words

Emotional, Maturity, Teacher Training

## I. Introduction

In the modern society no individual is are emotionally stable or emotionally mature to handle life in society. This emotional instability leads to anxiety and stress. In modern education system, there is no provision for emotional, moral, spiritual and social development of a student. Even the modern society and education today does not provide the curriculum and methods for the multidimensional growth of the overall personality. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotionally imbalanced and maladjusted. This single sided development leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and mal-adjustment of the emotions of a person. Interest in the study of emotional maturity and level of anxiety has grown steadily throughout twentieth century because the impact of social, psychological, and spiritual factors on students' lives has been well recognized. The effect of emotional stability/instability correspondent to level of anxiety is directly associated with student teachers' overall development which may impact the proficiency on the professional skills. This may brutally affect the school student whom we consider the future assets of a state or a nation.

Adjustment is a urgent requirement in the process of development in any situation. A person does not always get success according to his desires and efforts. The reason for this lies either in unfavorable situation or in the limited capacities of the individual. When he fails in this effort some abnormality may appear in his behavior. There are so many factors which can influence the process of adjustment level of aspiration, socioeconomic status, family environment, institutional environment, anxiety, frustration, work load, process of instruction, curriculum and above all his emotional maturity. **Kaplan and Baron, 1986**, elaborated the characteristics of *an emotionally mature person; that he has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation.* Emotional maturity is taken to be *a process in which the personality is continually striving for greater sense of emotional health, both inter-psychologically and intra-personally.* Emotional maturity is defined as *the process of impulse controlled through the agency of "self" or "ego"*.

An emotionally mature person has the capacity to make effective

adjustment with himself, members of his family, his peers in the institute, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in the process of seeing himself in clearer perspective. Continual involvement in a struggle to gain healthy integration of feeling, thinking and action.

So emotional maturity can be called as the process of impulse control through the agency of self or ego. Hence, it is urgent to know the Emotional Maturity of the Student teacher, find out the causes of instability (if there be find out), means to eradicate the cause and incorporate some measures in the curriculum to enhance the level of Emotional Maturity.

"Education is a progressive discovery of our own ignorance"  
-- Will Durant

## 1. Purpose Of The Study

The purpose of the study is primarily to investigate the Emotional Maturity Level of the student teacher of Kohima district undergoing BEd Course.

## 2. Statement of The Problem

Emotional development is one of the major aspects of human growth and development. Emotion like anger, fear, love, etc plays a great role in the development of child's personality. Different studies conducted on Emotional Maturity on Adolescent Students, Teachers and Parents found that Emotional Maturity Level is one of the important reasons for instability in the active life of an individual, which it is crucial to maintain growth and development of an individual or a group of people in the society. Hence, it is necessary to know Emotional Maturity Level of the student teachers undergoing BEd course.

## 3. Research Questions

The following are the major research questions posed to be addressed in this study.

- To what extent the student teacher possesses emotional maturity.
- Is there any influence of the following independent variables i.e Gender, Age, Marital Status on dependent variable i.e

Emotional Maturity.

#### 4. Significance of The Study

Teachers are considered to be an important entity to facilitate students in the classroom. Through, transacting curriculum in the school, it is the sole responsibility of the teacher how and through what activity and kind of experience he/she wants to give to the students. Hence, it is expected that teacher will be of rational thought display democratic behavior, anxiety free and stable minded.

Thus, the significance of this study is to:

- study level of Emotional Maturity of the B.Ed Student Teacher;
- contribute to further studies to find causes of instability(if any) in Emotional Maturity level of BEd Student Teacher.
- Provide feedback to the concerned bodies (notably government and non-governmental institutions, curriculum designers, teachers, researchers, and students themselves) to bring necessary changes in the curriculum to incorporate activities which enhances Emotional Maturity level of the Trainee.

#### 5. Objectives of The Study

The Objectives formulated for the study were:

- To find out over all score of emotional maturity of the student teachers.
- To Classify the student teachers based on their emotional maturity.
- To find out the influence of the following independent variables i.e gender, age, Marital Status on dependent variable i.e emotional maturity.

#### 6. Hypotheses of The Study

To test the significant of the objectives formulated, the following hypothesis were framed:

$H_{01}$ . There would be no significant difference between male and female student teachers with respect to their emotional maturity level.

$H_{02}$ . There would be no significant variance between age wise student teacher group i.e i) 25 years and below; ii) above 25 years with respect to emotional maturity.

$H_{03}$ . There would be no significant difference between married and unmarried student teachers with respect to their emotional

maturity.

#### 7. Scope of The Study

The scope of the present study pertains to the emotional maturity of student teachers who are studying in various B.Ed colleges of Kohima District. Basis of data is response to the tools given to the student teachers.

#### 8. Delimitation of The Study

- The study was confined to two colleges of B.Ed in the Kohima District of Nagaland State.
- The sample was restricted to the student teachers pursuing B.Ed. course.
- The Sample size was restricted to 60 student teachers only.
- The study is limited to collect information about independent variables like Gender, Age, Marital Status .
- The study is limited to collect information about dependent variable Emotional Maturity only.

### II. Methodology

#### 1. Sample

For this study a sample of 60 student teacher were selected from both the colleges running BEd Course of Kohima District through Stratified Random Sampling method.

#### 2. Tool

Emotional maturity scale by Dr.Yashvir Singh and Dr. Mahesh Bhargava was used to Study the Emotional Maturity of the students. Data analysis was done using average, standard deviation, and inferential statistic t-test.

#### 3. Validity, Reliability and Usability of The Instruments

As the tool is derived from a Recognized Institute on Psychological Laboratory, Agra, the tool posses reliability, validity and usability also, fit well for the purpose of the study.

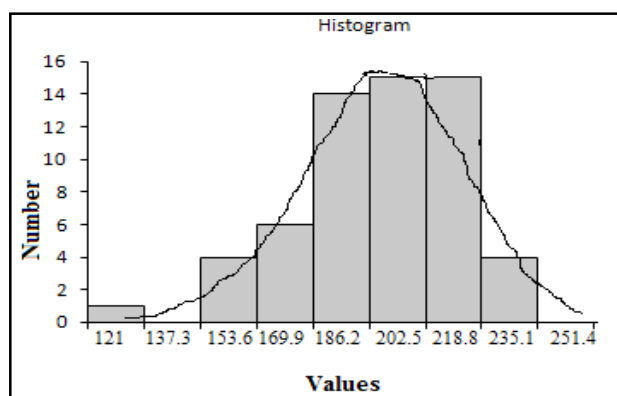
### III. Analysis and Interpretation of The Data

For the purpose of Data analysis, SPSS-16.1 version been used.

#### 1. Whole sample data analysis of Emotional maturity of the Student Teachers

**Table 1:** Whole sample data analysis of Emotional maturity of the Student Teachers

Dependent Variable	N	Mean	% of Mean	Median	Mode	S.D.	Skewness	Kurtosis
Emotional Maturity	60	189.35	78.90	190.50	179	22.794	-0.536	0.335



**Fig:1** Histogram of population representing heterogeneous distribution

From Table:1 it can be seen that for the whole sample (N=60) the mean Emotional Maturity is 189.93. The percentage mean is 78.90, which represents students high Emotional Maturity. Standard Deviation of 22.794. Skewness of -0.536 indicates distribution is negatively skewed, Kurtosis of 0.335 hence, the distribution is not normal and heterogeneous as indicated in the Fig:1.

Emotional Maturity is vital in the formation and growth of intellectual abilities, People with high levels of Emotional Maturity tend to be more successful in life than with lower levels, simply because they know and understand themselves better, An important aspect of Emotional Maturity is being able to identify one's feelings and their cause, which is a precursor to accomplish any task and it is heartening to see that the student teachers are high in their Emotional Maturity

## 2. Classification of Student Teacher based on their Emotional maturity

Student teachers were classified on the basis of their Emotional Maturity as i) low Emotional Maturity: Score < (Mean- SD), ii) Moderate Emotional Maturity : Score between (mean-SD) and (mean+SD) and iii) Low Emotional Maturity : Score >(Mean+SD)

**Table2:** Classification of Student Teacher based on their Emotional maturity

Dependent Variable	Classification					
	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Maturity	9	15	41	68.33	10	16.67

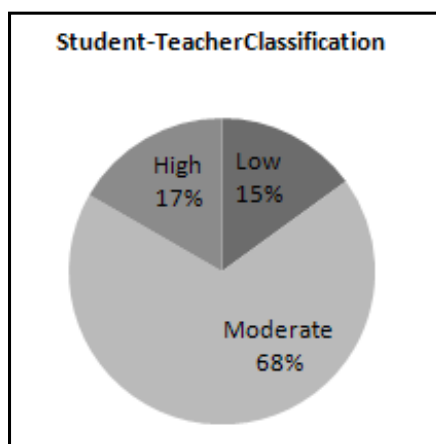


Fig 2: Classification of Student Teacher based on their Emotional maturity

From Table:2, it can be seen that maximum number of students are of moderate Emotional Maturity, ie 68% and very few ie 15 % with low Emotional Maturity, which is a positive aspect of the population under study.

## 3. Influence of Gender on the Emotional maturity of the Student teachers

Since the time of evolution, there is significant difference between the male and female gender which developed due to combination and interaction between male and female student teachers. The following Table 3, indicates Emotional Maturity differences between male and female student teachers.

**Table 3 :** Influence of Gender on the Emotional maturity of the Student teachers

Dependent Variable	Independent Variable	Description	N	Mean	% of Mean	Variance	t
Emotional Maturity	Gender	Male	27	193.11	80.46	267.641	7.260*
		Female	33	186.27	77.50	718.767	

\*Significant at 0.05 level NB: Reject the Null Hypothesis

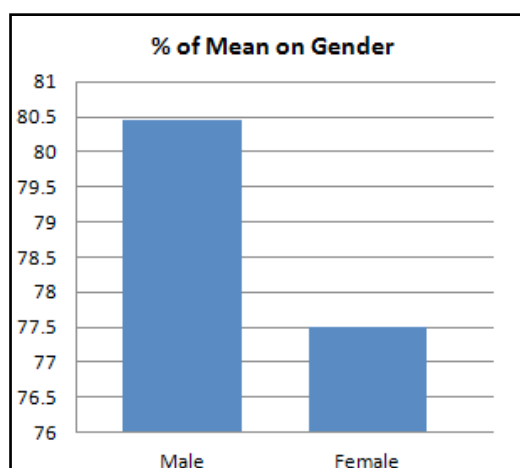


Fig 3: Influence of Gender on the Emotional maturity

In the Table:3, the mean and variance of male shows 193.11 and 267.641 respectively. For the female, it shows 186.27 and 718.767 respectively, indicating a high variation of emotional maturity among females comparing to males. Also the null hypothesis is rejected as significant at 0.05 level.

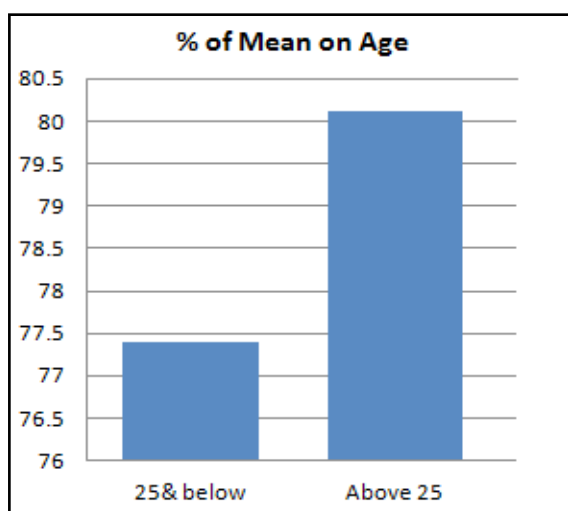
Hence, hypothesis  $H_{01}$ : There would be no significant difference between male and female student teachers with respect to their Emotional Maturity level is rejected.

#### 4. Emotional maturity of the Student Teachers: age Wise

**Table 4:** Age wise, Emotional Maturity of the Student Teachers

Dependent Variable	Independent Variable	Age Group	N	Mean	% of Mean	Variance	t
ANOVA SUMMARY							1.236*
Emotional Maturity	Age	25 &Below	27	185.74	77.392	527.892	
		Above 25	33	192.30	80.125	509.030	
Source of Variation		Sum of Square		df	Mean Square		
Between Groups		639.495		1	639.495		
Within groups		30014.155		58	517.485		
Total		30653.650		59			

\*No Significant at 0.05 level, NB: Accept the Null Hypothesis



**Fig 4 :** Age wise, Emotional Maturity of the Student Teachers

The mean Emotional Maturity score of the student teachers belonging to age group 25 years and below is 185.74 with variance 527.892 and age group of above 25 years is 192.30 with variance 509.030. There is no significant difference at 0.05 level, hence we accept the null hypothesis.

In contrast with the present study findings, A. Arya(1984)in his study also found that there is no significant influence on age on Emotional Maturity.

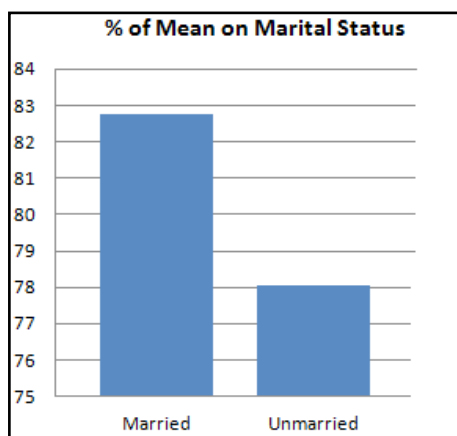
Thus,  $H_{02}$ : There would be no significance variance between age wise student teacher group ie i) 25 years and below and ii) 25 years above with respect to Emotional Maturity.

#### 5. Influence of Marital Status on Emotional Maturity of the Student Teachers

**Table5 :** Influence of Marital Status on Emotional Maturity of the Student Teachers

Dependent Variable	Independent Variable	Description	N	Mean	% of Mean	Variance	t
Emotional Maturity	Marital Status	Married	11	198.64	82.767	461.655	10511*
		Unmarried	49	187.27	78.03	518.241	

\*Significant at 0.05 level, NB: Reject the Null hypothesis



**Fig 5 :** Influence of Marital Status on Emotional Maturity of the Student Teachers

From Table:5, the mean and variance of married shows 198.64 and 461.655 and for unmarried it is 187.27 and 518.241 respectively which reflects that unmarried students trainee are slightly more unstable in Emotional Maturity than married one, The null hypothesis is rejected as no significant at 0.05 level.

People who are married are healthier in all aspects (psychologically, physically and mentally) than those who are not either single or divorced. This could be because marriage binds a human being within the ambit of a family life, It gives a sense of purpose by binding one to certain duties, marriage calls for compromise, adjustment and is at times to certain disasters, tragedy and pain. Hence,  $H_{03}$ : There would be no significant difference between married and unmarried student teachers with respect to their Emotional Maturity is rejected.



## IV. Conclusions

From the above findings the following conclusions are drawn.

1. The population under study is found to be highly heterogeneous in nature with high influence of Emotional Maturity
2. Gender of the student teachers is influencing their emotional maturity.
3. Age of the student teachers is not influencing their emotional maturity.
4. Emotional maturity of the student teachers is dependent on their marital status.

## V. Educational Implications:

On the basis of a single study it will not be justifiable to suggest some educational implications of the present study. However, on the basis of the findings of the study a few educational implications of the study may be indicated as follows:

- 1) Co-curricular/extra-curricular activities related to the affective and psychomotor domain should also be incorporated in the curriculum which should be a compulsory part of the curriculum and evaluation should be based on rigorous independent practices.
- 2) Value-oriented education in the light of moral education and moral awareness should be provided. Students should be allowed to listen to teacher's and adults' moral Judgements. Students should lead discussions in groups in which they will have a chance to grapple actively with moral issues. Teachers should engage the classes in a good deal of heated debate. He/she should leave much of the discussion to the students themselves, stepping in only to summarize, clarify, and sometimes present a view himself with encountering views which challenge their thinking and stimulate them to generate better arguments and formulate sound inferences.
- 3) Some mechanism needs to be developed to evaluate individual/group participation in helping the needy persons in the society irrespective of ethical difference.
- 4) More open discussion on social issues prevailing in the society to develop openness and universal attitude towards fellow people. This kind of discussion will help to open mind blockage on so called, 'common people's thought' over social issues. Students are to be encouraged "to think critically in a democratic group to discuss assumptions, and when they feel it is necessary, to challenge the teacher's suggestions". Thus, moral development remains a product of the students' own thinking.
- 5) Engage in more group activities to develop better understanding with fellow students and while framing group every time need to take care to frame the groups with new group members only.
- 6) New approaches to develop value judgement among the students like value analysis, value discussion and jurisprudential inquiry through which the students can reach the solutions should be adopted. These approaches develop will-power, reasoning ability and rational judgement in the students.

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