



A COMPARATIVE STUDY OF EMOTIONAL MATURITY OF PROSPECTIVE TEACHERS IN RELATION TO GENDER AND LOCALITY

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ABSTRACT

The emotional development of prospective teachers has been examined in the current article in connection to gender and location. The "descriptive survey" research methodology was employed. Being emotionally mature is an important quality for those who want to become teachers since it has a big impact on how effective they are in the classroom and on the learning environment as a whole. In this comparison study, gender and location are two important demographic factors that will be used to analyse the emotional maturity of prospective teachers. The study's population consisted of prospective instructors in the Sonipat area, and 120 prospective teachers were chosen at random. By examining these elements, we hope to learn more about how emotionally prepared future educators are as well as any prospective differences in emotional maturity across different groups. Singh and Bhargava's (2005) "Emotional Maturity Scale" was utilized to gather the data. Data analysis techniques include the use of the mean, S.D. and t-test. The study's findings indicate that there are no appreciable genders or geographic differences in the emotional maturity of prospective teachers.

KEYWORDS: Emotional Maturity, Prospective Teachers, gender and locality

INTRODUCTION

We are aware of the significance of emotion in education because it influences attention, which influences learning and memory. However, because we don't fully comprehend our emotional system, we don't know how to control it in college beyond categorizing excessive or insufficient feeling as inappropriate behavior. Rarely have we successfully brought emotion into the curriculum and the classroom. Additionally, our profession has not adequately addressed the crucial link between a mentally and emotionally stimulating learning environment and both staff and students' general well-being. The mysteries of how and where our body and brain process emotion are being revealed by recent advancements in the cognitive sciences. This novel blending of emotion biology and psychology promises to offer significant educational implications. Research and theory on emotions today raise more questions than they do answers. Nevertheless, educators should gain a fundamental understanding of the psychobiology of emotion so they can assess novel instructional applications.

EMOTIONAL MATURITY

The magical word of emotion is what gives human life its dynamic quality and turns him into a multi coloured shell on the coast of civilization. The word "emotion" comes from the Latin verb "remover," which meant to stir up or move out. A condition that is stirred up and involves both internal and outward changes in the body is called emotional. Humans naturally experience emotions, and we can all remember times when we were happy, excited, or afraid.

Different people exhibit their emotions in different ways and to varying degrees of awareness of their sentiments. When we are experiencing intense emotion, we may act immaturity or act like a child who is not getting what they want. When we refer to someone as "mature," we are describing their adult-like characteristics. This has essentially evolved into the reverse of the word "childish." Being mature means understanding how the world functions from experience and having made the necessary adjustments. A mature person won't attack someone they disagree with or cry when they don't get what they want, unlike a toddler. To have emotionally maturity, then is to have a specific control over one's emotion. An emotionally mature person has experienced the spectrum of emotions, understands the consequences of each, and knows what kinds of things sets of different emotion in them, and they know, how to identify each emotion clearly. They don't fall in to a panic trying to determine what they feel, and how they should react. They know, and they manage themselves accordingly.



One of the things that stand in most people’s way from reaching emotionally maturity is learning how to deal with stress.

SIGNIFICANCE OF THE STUDY

The capacity to comprehend and control one's emotions is known as emotional maturity. In addition to being crucial for problem-solving and character assessment, it also aids in regulating an individual's development. Teachers must have the necessary training to work in the world's schools and educational institutions, which are now seeing the fastest growth. How can a teacher help a pupil develop harmoniously if they themselves do not comprehend emotional maturity? Since the teacher serves as a role model for their pupils, the pupils are also impacted directly or indirectly by the teacher's working methods and performance. A healthy person must be emotionally developed; full physical development alone cannot define this. As a result, there is a necessity to carry out this investigation.

LITERATURE REVIEW

Ditto [2009] studied emotional maturity of the student-teacher and effectiveness of the intervention program and found that all the cases have shown decrease in emotional immaturity. Although the difference in pre-test and post-test is not constant in all the cases there is difference in all the cases pre and post invention. **Mahmoudi [2012]** carried out a study on “Emotional maturity and Adjustment level of college students” and high positive correlation was obtained between emotional maturity and overall adjustment. **Subbarayan and Vishvanath [2011]** in their study on “A study on emotional maturity of college students” found that the emotional maturity of college students is extremely unstable.

OBJECTIVES OF THE STUDY

1. To Compare Emotional Maturity of prospective teachers in relation to male and female.
2. To compare Emotional Maturity of prospective teachers in relation to urban and rural.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the Emotional Maturity of prospective teacher in relation to male and female.
2. There is no significant difference in the Emotional Maturity of prospective teachers in relation to urban and rural.

METHODOLOGY

The investigator has adopted **Descriptive Survey Method** to collect the data from the students. Therefore, after scoring data, mean, S.D, t-test were employed as statistical techniques in the present study.

DEPENDENT VARIABLE

Emotional Maturity of prospective teacher

INDEPENDENT VARIABLE

Gender and Locality

TOOL USED

Emotional maturity scale [EMS] by Singh and Baraga [2010]

DATA ANALYSIS AND INTERPRETATION

Collected data was subjected to statistical analysis. Mean, SD, t-test of significance and were calculated. Analysis of the data was taken objective wise:

Hypothesis 1: There is no significant difference in the emotional maturity of prospective teachers in relation to male and female.

Table 1:

Variable	Group	N	Mean	S.D	‘t’ value
Emotional Maturity	Male	100	60	15	0.71
	Female	100	61.5	14.9	

The observation of Table- 1 indicates that the mean score of Emotional Maturity of male prospective teachers is 60 with S.D is 15 the mean score of Emotional Maturity of female prospective teacher is 61.5 with S.D 14.9. The t-value comes out to be 0.71 which is not significant even at 0.05 level of significant so, it can be concluded that there is no significant difference between male and female prospective. Teachers in context to Emotional Maturity are this sample. Thus Hypothesis No. [1] stating that “**there is no significant difference between male and female prospective teachers in relation to Emotional Maturity**” is accepted.



Hypothesis 2: There is no significant difference in the emotional maturity of prospective teachers in relation to Urban to Rural.

Table 2:

Variable	Group	N	Mean	S.D	't' value
Emotional Maturity	Urban	100	77.45	7.42	0.568
	Rural	100	76.60	6.90	

The observation of Table-2 indicates that the mean score of Emotional Maturity of urban prospective teachers is 77.45 with S.D is 7.42 the mean score of Emotional Maturity of rural prospective teachers is 76.60 with S.D 6.90. The t-value comes out to be 0.568 which is not significant even at 0.05 level of significance so, it can be concluded that there is no significant difference between urban and rural prospective. Teachers in context to Emotional Maturity is this sample. Thus Hypothesis No. [2] stating that “**there is no significant difference between urban and rural prospective teachers in relation to Emotional Maturity**” is accepted.

RESULT AND DISCUSSION

The study is concluded that there is no significant difference of emotional maturity of prospective teachers between gender and locality. It means that different level of emotional maturity (mature or immature) of prospective teachers does not necessarily determine their gender and locality. Here the null hypothesis was accepted at the both level of significance (0.5% and 0.01%). However, there is some more evidence that supports the findings of the current study in terms of emotional maturity of prospective teachers in urban and rural area. A study conducted by J. Jyoti (2018) found that there is no significant interaction effect of gender and locality of the teachers on emotional maturity is found, which is nearest to the finding of the research in hand. But Parumal & Rajaguru (2015) found no significant differences between the male and female students teachers in their emotional level irrespective of their level of locality. Also, they found no significant differences in rural and urban students teachers in their emotional level irrespective of their level of gender.

CONCLUSION

The emotional development of prospective teachers has been examined in the current article in connection to gender and location. The "descriptive survey" research methodology was employed. The study's population consisted of prospective instructors in the Sonipat area, and 120 prospective teachers were chosen at random. By examining these elements, we hope to learn more about how emotionally prepared future educators are as well as any prospective differences in emotional maturity across different groups. Singh and Bhargava's (2005) "Emotional Maturity Scale" was utilized to gather the data. Data analysis techniques include the use of the mean, S.D. and t-test. The study's findings indicate that there are no appreciable genders or geographic differences in the emotional maturity of prospective teachers.

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