**emotional maturity of b.ed trainees**

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**2008**

**declaration**

I, Jubna.P.Pulikkal., do hereby declare that this dissertation, **emotional maturity of b.ed** **trainees** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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I, Dr.BINDHU.C.M., do hereby certify that this dissertation, **emotional maturity of b.ed TRAINEES** is a record of bonafide study and research carried out by JUBNA.P.PULIKKAL., under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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**List of B.Ed Colleges**

|  |  |  |  |
| --- | --- | --- | --- |
| **District** | **Name of the Institution** | **Type of Management** | **Total** |
| Trichur | IASE Trissur | Govt | 23 |
| CUTEC – Nattika | University Centre | 48 |
| MOT Perumpilavu | Unaided | 16 |
| CUTEC – Valappad | University Centre | 29 |
| Palakkad | NSS Ottapalam | Aided | 71 |
| CUTEC – Koduvayur | University Centre | 34 |
| Holly Family – Koduvayur | Unaided | 27 |
| Malappuram | FBC – Kottakkal | Unaided | 17 |
| EMEA Kondotty | Unaided | 24 |
| MI Ponnani | Unaided | 23 |
| Markaz Training College | Unaided | 23 |
| Calicut | FTC – Farook | Aided | 39 |
| AWH – Kallai | Unaided | 13 |
| CUTEC - Poomala | University Centre | 81 |
| MBYC – Bathery | Unaided | 33 |
| **Total** | | | **500** |

**CHAPTER 1**

**INTRODUCTION**

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* **Statement of the Problem**
* **Definition of the Key Terms**
* **Variables of the Study**
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**INTRODUCTION**

Education is a powerful instrument of social and economic change. It has to be related to the long -term national development in which the country is engaged and the problem it is called upon to face. Other agencies may help, but the only instrument then can reach all people is the education. The unchallenging class-room activities fail to produce emotionally mature and well-behaved adolescents. Lack of Emotional Maturity led to the development of neurotic behavior of adolescents. Thus, without Emotional Maturity and normal behavior, one cannot of a well-developed society.

Now a day’s education is related to the overall changes. That is child’s growth and development is greatly influenced by the quality of his teacher. We may have a doubt that, what is the basis of a teacher being called a successful teacher. This has been a doubt throughout ages; before one attempt to understand what makes a teacher successful. One must first have a full comprehension of what constitutes success and what constitutes a teacher. To merely hold the position of a teacher doesn’t make one a teacher. Success is largely an individualistic interpretation of personal increase or satisfaction, whether physical, emotional or psychological. One’s perception of success is influenced by the social contexts around the individual. A successful teacher must possess certain characteristics and have the ability to transform those characteristics into action. A person may understand, believe and accept proper teaching style; however, if one were not able to implements style the teaching would be flawed and the proper teaching style would break down under adverse conditions. Two basic factors contribute to ones ability or inability to implement proper teaching technique: first Emotional Intelligence, the cognitive understanding and acceptance of basic teaching principles and second the ability to implement those principles; Emotional Maturity. An individual may possess one without the other yet their ability to be a successful teacher will be inhibited.

The teacher should be a good leader in the classroom. Two particular factors influence one’s leadership skills: Emotional Intelligence (EI) and more particularly Emotional Maturity (EM). The emotional aspects of effective leadership have received a great deal of attention over the past few decades. As traditional method, (IQ and traditional views of intelligence) of gauging potential for success were found to be inadequate, researchers began studying Emotional Intelligence. Emotional intelligence is the ability to perceive emotions; to access and generate emotions .so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulates emotions so as to promote emotional and intellectual growth. Qualities of EI include: self-awareness, self-regulations, motivation, empathy and social skill (Goleman 1998). Goleman’s research indicates that in the hierarchy of skills and abilities, traditional views of intelligence constitute a stepping- stone, upon which one must build with Emotional Intelligence in order be truly successful. Studies have shown that the individuals with high level of EI were more effective in performing their task. Emotional Intelligence was a better predictor of success than either relevant previous experience or high IQ.

Emotional Intelligence is a successful component in successful leadership. Yet, in and of itself, it is incomplete. In a complete view of a successful leader one must address Emotional Maturity. As with any words, the words Emotional and Maturity are ambiguous having no meaning except the meaning, which individuals attach to them. According to Hyatt *et.al* (2007). EI is like water behind a dam, having potential energy. EI is knowledge and understanding which has little or no value until it is properly released and utilized, Emotional Maturity is the willingness and ability to utilize and apply the knowledge and understanding in an appropriate and productive way. One’s emotional facets include the knowledge and the desire. EI constitute the knowledge while EM constitutes the ability and desire or willingness to act upon ones knowledge.

According to Smitson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. EM is the understanding and acceptance of all of one’s normal feelings and emotions and the appropriate response to those emotions in all circumstances. The understanding of ones owns paradigm and the awareness that this may not be totally accurate or complete. The willingness to expand and enlarge one’s paradigm with the acquisition of new information while recognizing and accepting difference in others as assets to be valued.

Most human behavior is learned by observation through modeling. So in the educational process the personality of a teacher is very important. Personality is directly correlated with ones degree of Emotional Maturity. Emotional Maturity of teachers regulates them very efficiently and remains the source of inspiration to every student.

**1.1. NEED AND SIGNIFICANCE**

The scientific and technological advancement has had a long journey from the Stone Age to the electronic space age. In this highly technological based civilization of today, man has succeeded in mechanizing his life to a great extend, and his desire for supremacy over others has basically affected his mental balance; as much man is very much disrupted today. As a result man is facing many types of failures, frustrations, struggles and conflicts. These emotional upsets may hamper the further progress of individual in their life.

Though the state has a very high literacy rate- the highest in the country, the high consumption of alcohol and anti-depressant drugs, high divorce rate and suicide factor indicate that the emotional and well-being of the state may be at poorer levels. This age of vulnerability: struggles with anxieties, conflicts and confusion can be minimizes through better education. Better quality education is mainly depends upon qualities of the teacher. So teacher must possess those qualities that she intended to inculcate in her student. Balanced expression of emotion, which will have a healthy impact on the emotional maturity of student.

Education helps an individual to lead a life in a perfect manner. Only effective teacher can materialize policies and plans of education in the classroom at grass-root level. In order to perform his role effectively, a teacher should be intelligent, matured in emotions. In developing countries, the emphasis even today is an academic factor (IQ) rather than emotional factors. With the passage of time, we have realized that emotional factors are as important as academic factors for achievement and also rules of work are changing. The concept of job is changed from ‘character’ and ‘personality’ to ‘soft skill and ‘competency’. Often soft skill education is delivered through different teaching techniques.

Education is very vital for all round development of an individual’s personality. Therefore the teacher role is of central importance. Although traditionally family has been taking the responsibility of emotional education of children. With growing modernization and urbanization and breaking of joint family system, the family at present hardly offers conducive environment for the development of emotional skills. The responsibility of imparting emotional education to the child thus shifts to the school.

School is the place where teacher and student interact with each other and also with surrounding environment. It is the place where students learn about their future social behavior. During this period the child spends most of his time in school related activities and also facing lot of difficulties in their lives. These difficulties give rise to many psychosomatic problems; therefore the teachers are challenged to tackle these problems in an empathetic way. Emotions are very powerful and take priority over everything else. As teacher, he need to learn to deal effectively with his own emotions as well as the emotions of students, only then the class-room can be real learning environment for students.

The goal of one emotional development is thus to attain Emotional Maturity in his behavior by demonstrating possession of

1. All types of emotions- positive and negative and
2. Their expressions in a reasonable amount at the right time in proper way.

In the field of education, it can then be reasonably assumed that the quality of education or educational programs, which is a function of effective teaching, depend upon the level of Emotional Maturity of teacher. Teaching needs Emotional Maturity much higher than even nursing, managing or public relation jobs. A teaching job demands interaction with students, colleagues, parents and community in both formal and informal settings. Therefore understanding is very essential for teachers. The student teachers are prospective teachers. To become a successful teacher, B.Ed trainees also should attain Emotional Maturity.

The present study is an attempt to investigate Emotional Maturity levels among B.Ed trainees, and also to find out any significant difference between different categories.

**1.2 STATEMENT OF THE PROBLEM**

The present study is entitled as “**EMOTIONAL MATURITY OF B.Ed TRAINEES**”.

**1.3. DEFINITION OF KEY TERMS**

Some of the key terms used in the study are defined below.

#### **a) Emotional maturity**

Emotional Maturity as “the art of living in peace with that which we can’t change, the courage to change that which should be changed, no matter what it takes, and the wisdom to know the difference” (Landers 1989).

**b) B.Ed Trainees**

It stands for the trainees (students) who are studying at the training institute for the purpose of getting gradation certificate (bachelor degree) in education.

##### **1.4 VARIABLES**

The Independent and Dependent variables selected for the present study are the following.

**1.4.1. Independent Variable**

The independent variables selected for the study were Sex (male& female), Faculty (arts, science& language) and Type of Management (Aided, Unaided, University Center and Govt.) of B.Ed Trainees under Calicut University.

###### 1.4.2 Dependent Variable

Emotional Maturity of B.Ed trainees were treated as the dependent variable.

###### 1.5 OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

* To identify the level of Emotional Maturity (components& total).
* To study whether there exist any significant difference in the level of Emotional Maturity of B.Ed Trainees based on sex, faculty and type of management.

1.6 HYPOTHESES

The hypotheses set forth for the study were the following.

* There is no significant difference between male and female student teachers as to their Emotional Maturity.
* There is no significant difference in Emotional Maturity of student teacher with respect to their faculty and type of management.
  1. **METHODOLOGY OF THE STUDY**

The procedure of the present study is outlined in the following sections.

##### **1.7.1 The Sample**

The study was carried out on a representative sample of 500 student teachers belonging to various B.Ed Training institute under Calicut University. Sample selection was done by stratified sampling technique, giving due representation to the Faculty, Gender and Type of management.

###### 1.7.2 Tool used for the study

1. Scale of Emotional Maturity (Bindu &Jubna, 2008)

Emotional Maturity Scale developed by Bindu & jubna (2008) was used to assess the Emotional Maturity of teacher trainees. The scale consist of five major components viz, Emotional Stability, Emotional well being, Social Adjustment, Personal Integration and Independence.

1.7.3 Statistical Techniques

In the present study, the collected data were analyzed by using the following statistical techniques.

1. Preliminary Analysis.
2. Major Analysis.

1.8 SCOPE AND LIMITATIONS OF THE STUDY

Study envisages constructing and standardizing a tool, which is useful to measure the Emotional Maturity of student teachers. Moreover it is an attempt to find out the level of Emotional Maturity of male and female student teachers. This tool is also suitable for measuring the Emotional Maturity of graduates, postgraduate students, who are studying for different courses and also for anyone who want to know his own Emotional Maturity level.

The sample for the study includes 500 student teachers from 15 college of education selected by Stratified Sampling Technique in sampling, due representation was given to the type of management, gender and faculty of student teachers.

Though care has been taken by the investigator to make study as precise as possible, there may be the occurrence of some unavoidable limitations also. The following are some of them.

* Since the study was conducted as part of the postgraduate course, the investigator has to complete it within prescribed time limit. Hence it was decided to carry out the study under Calicut University area only.
* Due to the practical reasons, the study is limited to a representative sample of 500 student teachers.

In spite of the above limitations, the investigator hopes the result will be more or less accurate and dependable and will help to bring about modifications in the educational process.

###### 1.9 ORGANISATION OF THE REPORT

Report of the present study is organized into five chapters.

**Chapter I.** **Introduction**

##### 1.1 Need and Significance

1.2 Statement of the problem

1.3 Definition of key terms

1.4 Variables

1.5 Objectives

1.6 Hypotheses

1.7 Methodology

1.8 Scope and limitation

1.9 Organization of the report

**Chapter II.**  **Review of related literature**

##### 2.1 Theoretical framework of the variable

2.2 Review of related studies

**Chapter III.**  **Methodology**

3.1Variables

3.2 Objectives

3.3 Hypotheses

3.4 Procedure

3.5 Statistical techniques used for analysis

**Chapter IV.**  **Analysis and Interpretations**

##### 4.1 Preliminary analysis

##### 4.2 Major analysis

Chapter V. Summary of Procedure, Findings and Suggestions

5.1 Study in retrospect

5.2 Major findings of the study

5.3 Tenability of hypotheses

5.4 Educational implications of the study

5.5 Suggestions for further research

###### REVIEW OF RELATED LITERATURE

The present study is an investigation into the Emotional Maturity of student teachers in the college of education under university of Calicut. For this purpose the investigator tried to made a review of theoretical aspects as well as the students in the area of Emotional Maturity. In these chapters the investigator present the theoretical overview of the selected variable and studies reviewed in the are under the two headings viz;

**Theoretical Overview**

**Review of Related studies**

**2.1. THEORETICAL FRAME WORK OF THE VARIABLE**

In this section, the most important theoretical view points regarding the variable Emotional Maturity is deaf in detail by the investigation.

**Emotional Maturity**

Emotions play a key role in providing a particular direction to our behaviour and this shaping our personality according to their development. Emotions are human beings warning systems that a fest them to what is really going on around them. Those are a complex state of the human mind, involving physiological changes on the one hand and psychological changes on the other. Webster (1996) explains emotions as a complex state of arousal associated with varying degree of physiological activation conscious awareness of feeling with a specific cognitive label and a tendency to move organism to action.

Emotions are our response to the world around us, and they are created by the combination of our thought, feelings and actings. There are of hundreds of emotions, along with their blends variations mutations and nuances.

**Development of Emotions and Emotional Maturity**

Emotions are learned habit, and therefore, can be learned or unlearned. Unlearn that emotional reaction that cause trouble and learn that make you feel happy.

The process of maturation and learning play effective role in the development of emotions in human beings. As the child grows, he may acquire various positive and negative emotions through his experiences and training. When intent completes his six months, negative emotions (fear, anger, jealousy. etc) take the lead and then the positive emotions (love, sympathy, enjoyment. etc)

Education is synonymous with growth. Immaturity prepares the ground for growth. The greater the amount of immaturity of life, the greater chance for growth. Immaturity should not be considered negative. It is positive meaning power of the individual to grow. Dependence is an important trait of immaturity. The other trait of immaturity is plasticity. Plasticity is adaptability and educability. Plasticity enables the child to acquire all habits. With the growth of the child, several habits are formed. A habit of learning is also developed as the growth take place. Habits help the child to acquire ease economy of energy and time and efficient formation of habits is the expression of growth.

Emotional development, after the stage of infancy, is thus totally concerned with the development of the ways and manner of expressing various positive and negative emotions. These ways and means of emotional expressions are learned through environmental experiences formed as well as informal education and specialized training given to an individual right from his childhood. Whatever education or training a person may get for the expression of his emotional behaviuor during his childhood and adolescence, we expect from him a quite mature behavior in terms of his emotional expressions during his adulthood. Besides attaining maturity in terms of his physical and mental development, an adult should also demonstrate adequate maturity in terms of his emotional development.

Maturity is a relative freedom from the well-known constellation of inferiority, egotism and competitiveness. The important attribute of maturity is a sense of reality. An emotionally matured person has the capacity to with stand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration.

Emotional Maturity is one of the dimensions of Emotional Intelligence, which is the ability to evaluate emotions of oneself and others, identify and express feelings; balance the state of heart and mind; appreciate others point of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible (Dalip Singh-2003). Emotional Maturity is meant by an adult level of emotional development as opposed to childhood emotionality (Basavanna, 2000). Emotional Maturity is the emotional pattern of an adult who has progressed through the inferior emotional stages characteristics of infancy to deal successfully with readily and to participate in adult level relationships without under emotional strain (Good 1959). Emotional Maturity: know thyself. It takes a strong person not let their amigdala rule their frontal lobe to be. Think before you do something knowing that you know nothing (wiki answer). A person said to be emotionally matured it be has in his possession almost all types of emotions – positive or negative and is able to express them at the appropriate time in an appropriate degree. Psychological theorists have tried to define the term Emotional Maturity in their own ways.

Emotional sophistication captured by maturity. Emotional Maturity means is essence, controlling your emotions rather than allowing your emotions to control you. Starks (2005) defines psychological maturity as “ being able to accept the reality of people and things as they are, without needing them to be other than that”. Emotional Maturity is a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children. The term Emotional Maturity often carried with it the implication of emotional control. Most adults experience some emotions as children but suppress or control them better, particularly in social situations (woods worth, *et al*, 1996). According to Smitson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra personally. Ann Landers (1989) defines Emotional Maturity as “the art of living in peace with that which we cannot change, the courage to change that which should be changed, no matter what it takes, and the wisdom to know the difference”.

Emotional Maturity as defined by Covey (1997) the balance between courage and consideration. If a person can express his feelings and convictions of other persons, he is mature particularly if the issue is very important to both the parties. Sing and Barghava (1990) stated that emotionally mature is not one who necessarily has resolved conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feelings, thinking and action.

Emotional Maturity includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like co-operation and leadership. On contrary, factors of emotional immaturity are:

1. **Emotional instability**

A tendency to show rapid and unpredictable emotions.

**b) Emotional regression**

The individual returns to less mature level of development to save his ego. In order to avoid responsibilities of maturity expected of a certain age level.

**c) Social maladjustment**

Inability to develop satisfactory social relationship, the lack of social fitness or skill; a break down in the ability to maintain constructive social relationship.

**d) Personality disintegration**

The breaking apart of the unified organisation of traits that comprises personality. Personality integration may be accompanied by intellectual deterioration, demoralization, loss of motivation and impaired judgments.

**e) Lack of independence (Emotional dependence)**

Dependence on other for emotional support, comfort and nurturance.

**Important aspects of Emotional Maturity**

Dalip Singh (2003) Emotional Maturity is reflected in the behavioral pattern exhibited by individuals while dealings with the inner self and the immediate environment. Some important aspects of Emotional Maturity are :

1. **Self awareness**

One of the basic emotional skills is the ability to recognize different feelings emanating from within and giving name to them.

**2.** **Developing Others**

Recognizing the value of contributions of others and enclosing their participation can often do well.

1. **Delaying Gratification**

Delaying gratification is doing right and has for reaching consequences in attaining success in personal and professional life.

1. **Adaptability and flexibility**

Knowing how and when to take the lead and when to follow are both essential emotional skills.

**Levels of Emotional Maturity**

Maurice (1990) has identified six levels of Emotional Maturity. They are as follows.

1. **Emotional Responsibility**

Emotional Responsibility means, a person realizes that he can no longer view his/her emotional states as the responsibility of external forces such as people, places, things, forces, fate and spirits. They can learn to drop expressions from this speech that show disownership of feelings and a helpless or victim attitude towards that’s feelings.

1. **Emotional Honesty**

Emotional Honesty concerns the willingness of the person to know and own, his/her own feelings. This is a necessary step to self-understanding and acceptance.

1. **Emotional Openness**

Emotional Openness concerns the person’s willingness and skills in sharing their feeling in an appropriate manner and at appropriate times.

**4. Emotional Assertiveness**

The person at this level of work enters a new eve of positive self-expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants first from self and them other. As a secondary goal, person should learn how to express any feelings appropriately in situation: ie, without aggressive overtens.

**5**. **Emotional Understanding**

Persons at this level understand the actual cause and effect dimensions of emotional responsibility and irresponsibility.

1. **Emotional Detachment**

Emotional Detachment means the individual lives without the burden and share of self-concept, self-images, self-constructs and all group concepts.

### Characteristics of an Emotionally Matured Person

There are different characteristics for Emotionally matured person. Elaine, Soul and Carruthers (1998) identified person. They are as follows:

* An Emotionally Matured person has the capacity to make effective adjustment with himself, member of his family, his pees and culture.
* He can express his feelings and convictions with courage, balanced with consideration for the feelings and convictions of other person.
* He accepts criticism gratefully, being honestly laid for an opportunity to improve.
* He doesn’t indulge in self-pity. He has began to feel the laws of compensation opportunity in all life.
* He doesn’t expect special consideration from others.
* He controls his temper.
* He meets emergencies with poise.
* He has out grown the “all or nothing” stage. He recognizes that no person or situation is wholly good or wholly bad and he begins to appropriate the Golden Mean.
* He is not a chromic “fault – finder”
* He accepts the responsibility of his own actions with out trying to “alibi”
* He is not impatient at reasonable delays.
* His feelings are not easily heart.
* He doesn’t worry about things he can’t help.
* He is not given to boasting or “showing off” in socially unacceptable ways.
* He is open minded enough to listen thoughtfully to the opinions of others.
* He can endure defeat and disappointment without complaining.
* He is honestly glad when others enjoy success or good fortune. He has outgrown envy and jealousy.
* He plans things in advance rather than trusting to the inspiration of the moment.
* The ability to adapt flexibility and creatively to life’s changing circumstances and conditions.
* The ability to relate comfortably and freely with others to like by and others and to maintain healthy and manually satisfying relationships.

**The Principles of Emotional maturity**

Plutchik (1970) gives the fundamental principles of Emotional Maturity.

* Take total responsibility for one’s life.
* Blame no one, not even one self.
* Give up attack of any kind.
* Take charge of one’s emotions.
* Get over the past.
* If one have suffered loss, then there are some crucial lesson for one to learn, beginning with letting go.
* Give up, best you can, all judgments.
* When you suffer, some one around is suffering even more.
* Realize that what one see, experience or say about what others are doing is what are doing, or have done.
* Realize that all problems and upset began in the past.
* Recognize one’s judgment against the women.
* Emotional pain signals that one is making the mistake.
* Be neither careless nor careful.

**REVIEW OF RELATED STUDIES**

Studies Related to Emotional Maturity

Dhami (1980) has examined Emotional Maturity in relation to intelligence, socio economic status and scholastic achievement on a sample of 200 graduates students. It is found that Emotional Maturity has a positive effect on intelligence and scholastic achievements. Result also *suggests that there is a high correlation between socio economic status and Emotional Maturity*.

Sethi and Patel (1985) examined the relationship between Emotional Maturity and teacher effectiveness. The samples of the study were 300 secondary teachers at Rajasthan. *It was found that teacher effectiveness was high on the group who were high Emotional Maturity*.

Sabapathy (1986) conducted a study to find out the relation of Emotional Maturity of standard X students and their academic achievement. The sample consisted of 36 students from Himachal. *The study revealed that Emotional Maturity is positively and significantly related to total academic achievement.*

Nagaraj (1988) conducted a study on Emotional Maturity in relation to their intelligence on sample of IX standard urban students in bangalore district. The major findings of the study were that *there was no significant difference in the Emotional Maturity of girls with average and high 1Q and there was no significant difference in Emotional Maturity of boys with average and above average intelligence.*

Qureshi & Bharghava (1988) conducted study on Emotional Maturity among student leaders and find out that *there is significant difference among grades (PG and VG) for all types of leaders. But no significant difference in leadership was found among Male and Female leaders.*

Brar (1992) carried out a study on social emotional competence of school children and relationship to intelligence and maturity. It was conducted that *a child’s level of intelligence and maturity contributes significantly to social and emotional competency*.

Sandhu, Daya and Singh (1992) conducted an investigation of perceptual difference between Males and Females towards Emotional Maturity. Findings suggested that *wide spread perception between Female and Male about prevalences of Emotional immaturity among their significant others.*

Singh (1993) conducted a study of Emotional Maturity of Male and Female students of lowest socio economic students. The sample consisted of 640 adolescent students of Alligarh. The study reported that the *Emotional Maturity of male and female students of highs SES was lower than the Emotional Maturity of male and female students of lower SES. Male students Emotional Maturity was significantly lower than the Emotional Maturity of female students.*

Kiran and Lakshmi (1999) conducted a study an Emotional competencies among Bhang and Heroin users. The sample consisted of 100 drug addictors from Patna. The study reveled that *normal person has greater adequate depth of feeling, adequate control and expression of emotion, ability to function with emotions comparison to Bhang and Heroine users.*

Pyari (1999) examined the influence of Emotional Maturity an academic achievement using cluster sampling. The findings of the study proved that *there is no significant gender difference in Emotional Maturity*.

Sehgal (1999) conducted a study on Emotional Quotient, intelligence, Personality and psychological well being of adolescents. The study revealed that *the E.Q and I Q dimensions show a moderate significant positive relationship. EQ was related positively with psychological well being among adolescents.*

Thangal (2000) investigated into Emotional Adjustment and achievement in social studies of secondary school scout/guide students of Malappuram district. The study reported that *there is significant relation between emotional adjustment and achievement.*

Kaur (2001) conducted a study about Emotional Maturity of adolescent in relation to intelligence and academic achievement. The study revealed *that there is significant relationship between Emotional Maturity and intelligence. However no significant relation was observed between Emotional Maturity and academic achievement*.

Chauhan and Tithi (2002) conducted a study for Emotional Maturity, Emotional expression and E.Q of adolescents on a sample of 120 male and female adolescents. The results of the study indicated that *adolescents’ males have greatest Emotional Maturity than females*.

Gill and Saini (2002) study was conducted to investigate the Emotional Maturity patterns of institutionalized and non-institutionalized aged in Punjab. There were 140 subjects. The results revealed that *institutionalized males and females were found to be extremely unstable as compared to this non-institutionalized counter parts.*

Study carried out by peter (2002) on Emotional Maturity of college students as a function of family interaction and social participation. The sample of the study was 700 students from different colleges in Calicut. The study found *high positive correlation between variables.*

Richburg, et al. (2002) conducted a study an Emotional intelligence and its effect of individuals’ success in life. The sample consisted of 1000 normal people from Washington. The study found out that *there is a significant relationship between Emotional Intelligence and life success.*

Gakhar (2003) conducted a study on Emotional Maturity of students of secondary stage. He found that students who are in higher in their self-concept are also Emotionally Matured. The study also found out that there is *significant difference in the Emotional Maturity of boys/girls, urban/rural and government/private school students.*

Dash and Behra (2004) investigated into the teacher effectiveness in relation to emotional Intelligence on a sample of 360 senior secondary teachers at Agra. The result of the study shows that *there is a positive effect of emotional intelligence on teacher effectiveness.*

Premji (2004) conducted a study as a study on Emotional Maturity as a correlate of achievements motivation of higher secondary school students of Kerala. The findings of the study suggest that *Emotional Maturity and achievement motivation are positively related to each other*.

Bushira (2005) investigated altruism and emotional intelligence of student teachers under the University of Calicut. The study consisted of 650 student teachers. The results of the study shows that *a significant relationship between altruism and emotional intelligence of total sample and sub samples based on gender and faculty.*

Zambare (2005) carried out a study of emotional competencies and intelligence of B.Ed trainees. The sample consisted of 280 B. Ed trainees from Dhule. It was revealed that *is correlation between intelligence and emotional competencies indices accentuate the fact that the B.Ed trainees having high intelligence were likely to have higher emotional competences*.

Bansihibari and Sarwade (2006) examined Emotional Maturity of secondary Teachers and its effects on teacher effectiveness. 355 secondary teachers were selected from different secondary schools of Nandurba and Dhule district. The results indicate that *(a) female teachers are emotionally more mature/stable than male teachers (b) emotionally mature teachers are more effective in their teaching than emotionally immature teachers (c) these is no sex difference in Emotional Maturity group and Emotional Immature group with respect to teacher effectiveness.*

Geetha (2006) conducted a study on emotional competence of schoolteachers. The result shows that *there was no significant difference between male and female primary school teachers and secondary school teachers.*

Ganesh and Raj (2006) studied Emotional Maturity of teacher trainees. The study was conducted on 153 B.Ed trainees studying in a college of education at Pondichery. The study revealed that *there is no gender difference in Emotional Maturity and there is no significant difference in the Emotional Maturity of students having graduate and Post – graduates level of education.*

Shoba (2006) examined the relationship between emotional intelligence and frustration tolerance of adolescents. The study was carried out on a sample of 400 students in various higher secondary schools located in Thiruvananthapuram district. This study revealed that *the emotional intelligence of adolescents is found to be positively and significantly related to frustration toleration.*

Mohan and Doss (2007) conducted a study of identifying the level of Emotional Maturity postgraduate students in Pondichery region. A sample of 256 students was drawn from the Pondichery University. The Study revealed that *the Emotional Maturity of postgraduate students in low.*

Thahira (2007) conducted a study to find out the Emotional Maturity and social adjustment of student Teachers in Malappuram district. The study on 600 samples reveals that *is significant relationship between Emotional Maturity and social adjustment of student teachers*. The study also found that *there is significant difference in Emotional Maturity and social adjustment of student teachers with respect gender and type of institution.*

The above review of studies gave a wider perspective of the percent study under investigation while reviewing the literature related with the present study, the investigator found that a large number of studies have been conducted to the area of Emotional Maturity.

The positive studies and negative studies were done related to the variable. Where as, the investigation could not locate any study on B.Ed Trainees in Kerala.

**METHODOLOGY**

The present study attempts to find out the level of Emotional Maturity of student teachers in different college of education under University of Calicut.

The methodology of the present study is presented under following headings.

VARIABLES OF THE STUDY

OBJECTIVES

HYPOTHESES

PROCEDURE

STATISTICAL TECHNIQUES USED FOR ANALYSIS

##### **3.1 VARIABLES**

The Independent and Dependent variables selected for the present study are the following.

**3.1.1 Independent Variables**

The independent variables selected for the study were Sex (male& female), Faculty (arts, science& language) and Type of Management (Aided, Unaided, University Center and Govt.) of B.Ed Trainees under Calicut University.

###### 3.1.2 Dependent Variable

Emotional Maturity of B.Ed trainees were treated as the dependent variable.

###### 3.2 OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

* To identify the level of Emotional Maturity (components& total).
* To study whether there exist any significant difference in the level of Emotional Maturity of B.Ed Trainees based on sex, faculty and type of management.

3.3 HYPOTHESES

The hypotheses set forth for the study were the following.

* There is no significant difference between male and female student teachers as to their Emotional Maturity.
* There is no significant difference in Emotional Maturity of student teacher with respect to their faculty and type of management.

3.4 PROCEDURE

The procedure of the present study is outlined in the following sections.

###### 3.4.1 Tools used for the study

The selection of the appropriate instrument or devices required to collect data is the first step in an investigation. The selection or construction of suitable instrument or tool is of vital importance for successful research. Different tools are required for collecting various kinds of information for various purposes.

For this study data were collected by using the following tool.

1. Scale of Emotional Maturity (Bindu & Jubna, 2008)

General Data Sheet

Data regarding the variables like sex, type of management of the institution and faculty of student teachers were collected using a General Data Sheet.

Scale of Emotional Maturity

The investigator reviewed the literature related to Emotional Maturity and studies in detail. The tools used by previous researchers were also examined the investigator also consulted with the supervising teacher and other experts.

Emotional Maturity has five components viz, Emotional Stability, Emotional well being, Social Adjustment, Personal Integration and Independence.

1. **Emotional Stability**

Freedom from wide variations or alternations in moods; the characteristic of having good emotional control.

1. **Emotional Well being**

Sense of personal competence to fulfill the challenges at the developmental growth with minimum emotional distress.

**c. Social adjustment**

The ability to develop a satisfactory social relationship.

**d. Personality integration**

An organization of the various components of personality into harmonious whole leading to effective living.

1. **Emotional Independence**

An attitude characterized by references to one’s own thought(self reliance) which maximize one’s ability to be empowered and self directed.

Examples of each component

1. **Emotional Stability**

###### *Positive statement*

* I usually recognize the emotions in me that make me stammer.

*Negative statement*

* I loss my self control in heated arguments.

**b.** **Emotional well being.**

*Positive statement*

* I make a joke of the silly mistakes that I make in life.

*Negative statement*

* I show my anger towards anyone who questions my plans.

1. **Social Adjustment**

*Positive statement*

* I adapt to new circumstances easily.

*Negative statement*

* In discussion, I cannot always make my ideas clear to others.

1. **Personality integration**

*Positive statement*

* I know what changes come over me when I am upset.

*Negative statement*

* I believe that suicide is a solution to all problems.

1. **Emotional Independence**

*Positive statement*

* I am able to face the problems of life on my own.

*Negative statement*

* I like following rather than leading.

3.4.2 Scoring procedure

Subjects have to decide how far each statement in the scale is true to their case. Responses can be made in five-point scale as Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). For a positive statement the score given is 5,4,3,2&1. Scoring scheme is reversal for a negative statement.

**Try out**

Try out of the draft was done in order to select suitable items for the final scale by empirically testing the significance of each item in the draft scale.

For try out the preliminary scale was administered to a sample of 370 student teachers. Selected by stratified sampling techniques, giving representation to gender, faculty and type of management. The response sheets of 370 subjects were arranged in rank order of total score obtained by them. The score obtained by the top 100 student teachers (27%) and bottom 100 student teachers (27%)were taken as the high group and low group respectively. Then t- value for each item was calculated using the formula.

t = 1 — 2

√ 12 22

+

N1 N2

Where,

1 = means of upper group

2 = means of lower group

σ1 = standard deviation of upper group

σ2 = standard deviation of lower group

N1 = samples size of the upper group

N2 = samples size of the lower group

‘t’ value of 75 items were calculated and tabulated item wise. Items having the‘t’ value 2.58 and above were selected with an inference that such items discriminate the high group and low group. The critical ratio (t-value) obtained for each item, together with Mean and Standard Deviation of the scores for two groups are given in table 3.1.

**TABLE 3. 1**

**‘t’ values for 75 items of EMOTIONAL MATURITY SCALE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SI No** | **‘t’value** | **Accepted/ rejected** | **SI No** | **‘t’value** | **Accepted/****Rejected** |
| 1 | 4.80 | Accepted | 39 | 5.74 | Accepted |
| 2 | 5.17 | Accepted | 40 | 5.87 | Accepted |
| 3 | 2.09 | Rejected | 41 | 4.27 | Accepted |
| 4 | 4.52 | Accepted | 42 | 6.97 | Accepted |
| 5 | 0.33 | Rejected | 43 | 5.96 | Accepted |
| 6 | 5.85 | Accepted | 44 | 6.31 | Accepted |
| 7 | 7.75 | Accepted | 45 | 3.78 | Accepted |
| 8 | 3.85 | Accepted | 46 | 4.21 | Accepted |
| 9 | 6.52 | Accepted | 47 | 4.88 | Accepted |
| 10 | 3.98 | Accepted | 48 | 9.67 | Accepted |
| 11 | 6.18 | Accepted | 49 | 8.56 | Accepted |
| 12 | 4.37 | Accepted | 50 | 0.71 | Rejected |
| 13 | 4.88 | Accepted | 51 | 6.47 | Accepted |
| 14 | 2.91 | Accepted | 52 | 3.32 | Accepted |
| 15 | 3.27 | Accepted | 53 | 8.55 | Accepted |
| 16 | 1.34 | Rejected | 54 | 12.55 | Accepted |
| 17 | 2.60 | Accepted | 55 | 8.72 | Accepted |
| 18 | 4.16 | Accepted | 56 | 7.63 | Accepted |
| 19 | 7.85 | Accepted | 57 | 6.73 | Accepted |
| 20 | 3.28 | Accepted | 58 | 2.25 | Rejected |
| 21 | 1.60 | Rejected | 59 | 8.63 | Accepted |
| 22 | 5.91 | Accepted | 60 | 2.25 | Rejected |
| 23 | 3.43 | Accepted | 61 | -2.13 | Rejected |
| 24 | 5.08 | Accepted | 62 | 8.09 | Accepted |
| 25 | 3.77 | Accepted | 63 | 4.79 | Accepted |
| 26 | 4.98 | Accepted | 64 | 5.63 | Accepted |
| 27 | 9.16 | Accepted | 65 | 2.49 | Rejected |
| 28 | 9.07 | Accepted | 66 | 8.48 | Accepted |
| 29 | 6.78 | Accepted | 67 | 5.00 | Accepted |
| 30 | 8.92 | Accepted | 68 | 1.21 | Rejected |
| 31 | 6.83 | Accepted | 69 | 5.97 | Accepted |
| 32 | 5.67 | Accepted | 70 | 4.67 | Accepted |
| 33 | 6.04 | Accepted | 71 | 5.29 | Accepted |
| 34 | 3.67 | Accepted | 72 | 5.25 | Accepted |
| 35 | 9.06 | Accepted | 73 | 5.28 | Accepted |
| 36 | 8.59 | Accepted | 74 | 1.83 | Rejected |
| 37 | 10.17 | Accepted | 75 | 7.01 | Accepted |
| 38 | 6.73 | Accepted |  |  |  |

Thus the final scale of Emotional Maturity contains positive items and negative items. The number of selected items for the final scale, which falls in the five components, is given.

**TABLE 3.2**

**Number of items in five components**

|  |  |  |  |
| --- | --- | --- | --- |
| **SI No** | **Components** | **No .of items** | **SI no. of final scale** |
| 1 | Emotional stability | 15 | 5,10,14,19,24,29,33,39,44,48,59,60,64 |
| 2 | Emotional well being | 15 | 2,9,18,23,27,32,37,42,49,51,55,57,63 |
| 3 | Social adjustment | 15 | 1,6,12,17,21,26,31,36,41,50,54,58,62 |
| 4 | Personality integration | 15 | 3,4,8,13,22,28,34,38,43,46,47,52,56 |
| 5 | Emotional independence | 15 | 7,11,15,16,20,25,30,35,40,45,53,61 |
|  | Total items | 75 | 64 |

###### A Copy of the final scale, together with its English version are given as Appendix I, IA, II, IIA.

###### Validity

The scale has **face validity** as the identified components were based on the theory of Emotional Maturity and studies related to Emotional Maturity. Besides, the items are prepared in a direct and clear way and the scale is validated with the help of expert in this field.

For establishing the **Content Validity**, the investigator covered all the procedure in the preparation of the scale itself, ie (i) described the content of Emotional Maturity (ii) five components were determined and (iii) compared the structure of scale with the structure of the content. Hence the scale shows substantial evidence of content validity.

**Reliability**

Reliability of the present study was estimated by Test-retest method on a same sample of 40 student teachers with an interval of three weeks between two administrations. The Co-efficient of reliability is obtained by correlating the scores on two successive administration of the test (administration 1 versus administration 2). The correlation co-efficient obtained to be 0.72.

The obtained validity and reliability indicates the scale of Emotional Maturity having acceptable psychometric qualities to measure the Emotional Maturity of student teachers.

###### Selection of Sample

Population meant for study is student teachers of Kerala state, even though the size of population is finite because of its huge size. It was impossible and impractical to study the population characteristics as such. Therefore it is decided to take representativeness determines the extent of generalisability of the research to meet representativeness. In sample selection investigator had to take decision on three aspects namely size of the sample, techniques of sampling, factors to represented in the sample.

The investigator decided to take a sample of 500 student teachers from five districts of Kerala viz, Kozhikode, Malappuram, Palakkad, Trichur and Wayanad. The sample was selected using stratified sampling. The strata was considered during the selection of sample were gender (male & female), faculty (arts, science & language) and type of management (aided, unaided, university center and government).

List of Schools from which sample was taken is appended as Appendix III.

**TABLE 3.3**

**Break up of the Final Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Faculty** | **Type of management** | **Gender** | | **Total** |
| **Male** | **Female** |
| Science | Aided | 6 | 57 | 178 |
| Unaided | 8 | 48 |
| University Center | 2 | 45 |
| Govt. | 2 | 10 |
| Arts | Aided | 5 | 7 | 183 |
| Unaided | 15 | 70 |
| University Center | 13 | 68 |
| Govt. | 1 | 5 |
| Language | Aided | 7 | 26 | 139 |
| Unaided | 3 | 28 |
| University Center | 10 | 52 |
| Govt. | 2 | 10 |
| Total | | 74 | 426 | 500 |

**DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

##### **3.4.3. Data Collection Procedure**

After the selection of the sample the investigator contacted the principals of the concerned institution and obtained their permission for collecting. After giving general instructions, the scale was distributed to the trainees. The trainees were also informed that the results obtained this will be used for research purpose and have nothing to do with their academic work. Students were asked to respond in the General Data Sheet an Emotional Maturity Scale itself and no time limit were enforced to respond to the statement. The tool was personally administered by the investigator to every student teacher and explained the purpose of the study. Collected scale and general data sheet were tabulated and then made ready for analysis.

**3.4.3.1. Scoring and Consolidation of Data**

While scoring, incomplete response sheets were rejected and then the total sample was reduced from 550 to 500 in size. All the response sheets, correct in all sense were scored according to the scoring key provided with the test scale and consolidated for final statistical analysis. All variables were coded to facilitate Computer Analysis.

**3.5. STATISTICAL TECHNIQUES USED FOR ANALYSIS**

The hypotheses and hence the objectives warranted the use of the following statistical techniques in analyzing the data. The entire statistical processing was done through computer. The various statistical techniques used for analyzing data are given below.

###### 3.5.1. Preliminary Analysis

The important statistical properties of the scores of the variables under study were calculated and analyzed as a preliminary step. That is Mean, Median, Mode, Skewness, Kurtosis etc. were calculated for the total sample. From this we can predict or arrive at conclusion about the level of Emotional Maturity of students in college of education.

**Estimation of Mean**

Arithmetic mean or average is computerized by dividing the sum of all the scores by the number of scores.

Total Score

Arithmetic Mean =

No. of Sample

**3.5.2. Mean Difference Analysis**

The difference in the mean scores of Emotional Maturity (total & components) in the relevant sub sample based on gender, faculty and type of management was tested for significance using the formula (Garrett 1981).

t = 1 — 2

√ 12 22

+

N1 N2

Where,

1 = means of first group

2 = means of the second group

N1 = number of samples in first group

N2 = number of samples in second group

σ1 = standard deviation of the first group

σ2 = standard deviation of the second group

The difference between mean is said to be significant depending upon whether the ‘t’- value exceeds the tabled values set for 0.01 and 0.05 level of significance.

**3.5.3. Analysis of Variance (ANOVA)**

Analysis of variance is used to test the significance of the difference between the means of number of different populations. It is an inferential statistical procedure by which a researcher can test the null hypothesis that two or more population means are equal. In ANOVA the ‘F’- ratio is computed by,

Sb between group variance

F = =

Sw within group variance.

The within group variance represents the sampling error in the distribution. The between group variance represent the influence of the variable of interest or the experimental variable.

If there is one independent variable in an ANOVA the analysis is called as One- way ANOVA. Here in this study the independent variables are faculty and type of management. ANOVA is used to find out the influence of faculty on Emotional Maturity and is used further to know the influence of type of management on Emotional Maturity.

ANALYSIS

The main purpose of the present study was to find out the level of Emotional Maturity (components and total) of B.Ed trainees. The collected and tabulated data was analyzed using the statistical techniques like Mean difference Analysis and Analysis Of Variance (ANOVA). The statistical analysis of the consolidated data has been done on the basis of the objectives set forth for the study.

Analysis of the data has been done, classified and presented in the following order.

* PRELIMINARY ANALYSIS
* MAJOR ANALYSIS
  1. **PRELIMINARY ANALYSIS**

The important statistical constants of the variable in the study and Mean Difference Analysis were done used presented in this section.

**IMPORTANT STATISTICAL CONSTANTS**

The important properties of the scores on the variables under study were analyzed a preliminary step. The statistical constants like mean, median, mode, standard deviation, skewness and kurtosis for the variable Emotional Maturity was computed.

The statistical values are presented in table 4.1.

**TABLE 4.1**

**Statistical Constant of the Variable**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Mean** | **Median** | **Mode** | **S.D** | **Skewness** | **Kurtosis** |
| Emotional Maturity | 234.84 | 236.00 | 244.00 | 23.55 | 0.07 | -0.21 |
| Emotional Stability | 46.43 | 47.00 | 47.00 | 6.11 | -.12 | -0.28 |
| Emotional well being | 50.10 | 50.00 | 51.00 | 6.38 | -0.25 | -0.27 |
| Social Adjustment | 49.35 | 49.00 | 49.00 | 5.81 | -0.09 | -0.04 |
| Personality Integration | 50.77 | 51.00 | 51.00 | 5.17 | -0.44 | 0.32 |
| Emotional Independence | 38.12 | 38.00 | 39.00 | 6.58 | .01 | -0.14 |

**Emotional Maturity (total and component wise) of B.Ed Trainees**

From the table 4.1. it can be found that the measures of central tendency viz, mean, median and mode of the variable are approximately equal. The extend of skewness or index of asymmetry is 0.07. This shows that the distribution is slightly negatively skewed. The measure of kurtosis is –0.21 which shows that the curve is leptokurtic (ku<o.263)

This shows that the differences between the values of the three measures of central tendency are negligibly small and therefore the distribution can be considered as not significantly deviating from the normal curve. Graphical representation of the variable Emotional Maturity for Total Sample is given in Figure 4.1.



**Figure 4.1. Smoothed Frequency Curve of the Emotional Maturity**

**4.2. LEVEL OF EMOTIONAL MATURITY OF B.Ed TRAINEES FOR TOTAL SAMPLE AND SUB SAMPLE**

The level of emotional maturity of B.Ed trainees, in the total sample and its sub samples based on Gender, Faculty and Type of Management were established using μ+1/2σ and μ-1/2σ.

The norms for the classification of Emotional Maturity is into Low, Medium, High level are as follows.

(1) Mean score above 247 is considered as High-level 0f Emotional Maturity.

(2) Mean score from 246 to 222 is considered as Medium Level of Emotional Maturity.

(3) Mean Score below 222 is considered as Low level of Emotional Maturity.

The mean score of Emotional Maturity of B.Ed trainees in the total sample and sub sample are presented in table 4.2.

**TABLE. 4.2.**

##### **Mean Score of Emotional Maturity**

##### **of B.Ed Trainees in the Total Sample and Relevant Sub sample**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Gender** | | **Faculty** | | | **Type of Management** | | | |
|  | Total Sample | Male | Female | Science | Arts | Language | Aided | Unaided | University Centre | Govt |
| Mean Score ofEmotional Maturity | 234.84 | 237.97 | 234.99 | 234.72 | 234.29 | 234.80 | 237.00 | 233.82 | 234.32 | 237.00 |

From the table 4.2. reveals that the mean sore of Emotional Maturity of student teachers for the sample is 234.84.thus it can be concluded that the level of Emotional Maturity of total sample lies between the mean score from 246 to 222. So it is considered as Medium level of Emotional Maturity. When gender was considered, male student teachers and female student teachers mean score is 237.97 and 234.99 respectively. Mean score of faculty- science, art and language is 234.72,234.79 and 234.80 respectively. While considering the type of management, those who are studying in aided, unaided, university center are 237.00, 233.88, 234.32 and 237.00respectively. Thus it can be concluded that the level of Emotional Maturity of B.Ed Trainees on the basis of gender, faculty and type of management are medium or normal level.

Graphical representation of the variable Emotional Maturity for Gender, Caculty and Type of Management are given in Figure 4.2, Figure 4.3 and Figure 4.4. resepctively.

**Figure 4.2. Cumulative Frequency Curve of Emotional Maturity for Gender**



**Figure 4.3. Cumulative Frequency Curve of Emotional Maturity for Faculty**



**Figure 4.4. Cumulative Frequency curve of Emotonal Maturity for Management**

##### **4.3. MAJOR ANALYSIS**

**4.3.1. Comparison of Mean Scores of Emotional Maturity (total & component wise) of Student Teacher with respect to Gender.**

To find out whether there is any difference in Emotional Maturity of B.Ed trainees with respect to Gender. Test of significance of difference between means was employed t- value obtained for the sub sample gender is presented in table 4.3.

**TABLE.4.3.**

**Data and Results of the test of Mean Scores between**

**Male and** **Female Student Teachers with respect to Emotional Maturity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SI No** | **Gender** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| 1 | Male | 74 | 237.97 | 26.46 | 1.24 | NS |
| 2 | Female | 426 | 234.29 | 22.99 |

*NS = Not Significant*

Table indicates that the mean scores obtained for the male and female students on Emotional Maturity are 237.77 and 234.29 respectively. The standard Deviation for male and female are 26.46 and 22.99 respectively. The t-value obtained is 1.24 which is less than 1.96, table value required for significance at 0.05 level. Thu it can be interpreted that there exist no significant difference between the Emotional Maturity of male and female students at 0.05 level of significance.

**DISCUSSION**

The analysis of the above data shows that there is no significant difference between the Emotional Maturity of male and female student teachers. So it can be concluded that the male and female students are almost equal in the male and female students are almost equal in the case of Emotional Maturity.

**TABLE 4.4.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SI No** | **Gender** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| 1 | Male | 74 | 46.53 | 6.53 | 0.15 | NS |
| 2 | Female | 426 | 46.41 | 6.04 |

**Data and Results of the test of Mean Scores between**

**Male and Female Student Teachers with respect to Emotional Stability**

*NS = Not Significant*

Table 4.4 indicates that the mean scores obtained for the male and female students teachers on Emotional Stability are 46.53 and 46.41 respectively, the standard Deviation obtained for male and female students are 6.53 and 6.04 respectively. The t- value is 0.15. Which is less than the tabled value (1.96) at 0.05 level of significance. Thus it can be found that there exists no significant difference between the Emotional stability of male and female B.Ed trainees.

**DISCUSSION**

From the table 4.4, it is observed that male and female student teachers not differ in their Emotional stability. The mean difference between the above mentioned sub groups are not significant at 0.05 levels.

**TABLE 4.5.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SI No** | **Gender** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| 1 | Male | 74 | 50.34 | 5.95 | 1.59 | NS |
| 2 | Female | 426 | 49.18 | 5.77 |

**Data and Results of the test of Mean Scores between**

**Male and Female Student Teachers with respect to Social Adjustment**

*NS = Not Significant*

The sex differences in social adjustment of B.Ed trainees are presented in table 4.5 the mean scores obtained for the male and female students on Social Adjustment are 50.34 and 49.18 respectively. The Standard Deviation is 5.95 and 5.77 for male and female student teachers respectively. The obtained t- value 1.59 is less than the tabled value 1.96 at 0.05 level of significance.

**DISCUSSION**

Table 4.5 shows that there is not much difference between the Social Adjustment of male and female students. So it can be concluded that the male and female B.Ed trainees are almost equal in the case of Social Adjustment.

**TABLE 4.6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SI No** | **Gender** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| 1 | Male | 74 | 50.49 | 7.08 | 0.56 | NS |
| 2 | Female | 426 | 50.04 | 6.25 |

**Data and Results of the test of Mean Scores between**

**Male and Female Student Teachers with respect to Emotional Well being**

*NS = Not Significant*

Table 4.6 represents the means, standard deviation and t- value related to Emotional Well being of male and female student teachers. The obtained t- value is 0.56, which is not significant at 0.05 levels.

**DISCUSSION**

From the analysis of the above data, it is concluded that there is no significant difference between emotional well being of male and female student teachers.

**TABLE 4.7**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SI No** | **Gender** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| 1 | Male | 74 | 50.07 | 5.95 | -1.26 | NS |
| 2 | Female | 426 | 50.89 | 5.02 |

**Data and Results of the test of Mean Scores between**

**Male and Female Student Teachers with respect to Personality Integration**

*NS = Not Significant*

Table 4.7 indicates that the mean scores obtained for the male and female student teachers on personality integration are 50.07 and 50.89 respectively. The standard deviation for male and female are 5.95 and 5.02. the obtained t-value –1.26 is less than the tabled value(1.96) at 0.05 level of significance. Thus it can be found that there exists no significant difference between the personality integration of male and female B.Ed Trainees.

**DISCUSSION**

The analysis of the above data shows that there is no significant difference between the Personality Integration of male and female student teachers. So it can be concluded that the male and female B.Ed Trainees are almost equal in the case of personality Integration.

**TABLE 4.8**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SI No** | **Gender** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| 1 | Male | 74 | 40.55 | 7.31 | 3.48 | 0.01 |
| 2 | Female | 426 | 37.69 | 6.36 |

**Data and Results of the test of Mean Scores between**

**Male and Female Student Teachers with respect to Emotional Independence**

Table 4.8 shows that the mean scores obtained in emotional dependence for male and female student teachers are 40.55 and 37.69 respectively. The standard deviations are 7.31 and 6.36 respectively. The t-value obtained for the comparison of mean scores between male and female student teachers is 3.49, which is greater than 2.50, the tabled value required for significant at0.01 level. This means that there is a significant difference in between male and female student teachers in the Emotional Independence.

**DISCUSSION**

Analysis of the above data shows that there exists a significant difference in the Emotional Independence of male and female student teachers. So it can be concluded that the male and female B.Ed Trainees are significantly differ in their Emotional independence.

**4.3.2. MAIN EFFECT OF FACULTY AND TYPE OF MANAGEMENT ON EMOTIONAL MATURITY (TOTAL &COMPONENTS) OF STUDENT TEACHERS**

**One-Way ANOVA**

The analysis and discussion of results with regard to this technique are described under the following sections.

* 1. Main effect of Faculty on Emotional Maturity (total &component wise) of student teachers.
  2. Main effect of Type of Management on Emotional Maturity (total & component wise) of student teachers.

The result of One-Way ANOVA is summarized in table 4.9.

**TABLE 4.9**

**Analysis of variance of Emotional Maturity**

**(total &component wise) among student teachers in different faculties**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Source**  **of variance** | **df** | **Sum of squares** | **Mean of sum of squares** | **F-value** | **Level of significance** |
| Emotional  Stability | Between group | 2 | 26.19 | 13.09 | 0.35 | NS |
| Within group | 497 | 18586.07 | 37.39 |
| Total | 499 | 18612.26 |  |
| Emotional  Well-being | Between group | 2 | 13.47 | 6.73 | 0.17 | NS |
| Within group | 497 | 20281.13 | 40.81 |
| Total | 499 | 20294.59 |  |
| Social  Adjustment | Between group | 2 | 31.41 | 15.71 | 0.47 | NS |
| Within group | 497 | 16796.04 | 33.79 |
| Total | 499 | 16827.45 |  |
| Personality  Integration | Between group | 2 | 59.08 | 29.54 | 1.11 | NS |
| Within group | 497 | 13276.01 | 26.71 |
| Total | 499 | 13335.09 |  |
| Emotional independence | Between group | 2 | 57.89 | 28.95 | 0.67 | NS |
| Within group | 497 | 21550.15 | 43.36 |
| Total | 499 | 21608.04 |  |
| Emotional  Maturity | Between group | 2 | 7.30 | 3.65 | 0.01 | NS |
| Within group | 497 | 276612.60 | 556.57 |
| Total | 499 | 276619.90 |  |

**Main effect of Faculty on Emotional Maturity (total &component wise) of student teachers**

From the table 4.9, it is revealed that the F-value obtained for the effect of faculty on Emotional Maturity and its components viz, emotional stability, emotional well being, social adjustment, personality integration and Emotional Independence are 0.01,0.17,0.47,1.11 and 0.67 respectively. The F-value is less than the table value of F (3.04) required for significance at 0.05 levels. This suggests that the effect of faculty on Emotional maturity (total &component wise) is not significant at 0.05 levels.

**DISCUSSION**

From the analysis it can be concluded that there exist no significant effect of faculty on emotional maturity and its components –emotional stability, emotional well-being, social adjustment, personality integration and emotional independence. Hence it can be concluded that the Emotional Maturity (total & component wise) of different faculty do not differ significantly.

**TABLE. 4.10**

**Analysis of variance of Emotional Maturity**

**(total & component wise) among student teachers in different type of institution**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Source**  **of variance** | **df** | **Sum of squares** | **Mean of sum of squares** | **F-value** | **Level of significance** |
| Emotional  Stability | Between group | 3 | 25.367 | 8.46 | 0.23 | NS |
| Within group | 496 | 18586.89 | 37.47 |
| Total | 499 | 18612.26 |  |
| Emotional  Well-being | Between group | 3 | 125.38 | 41.79 | 1.03 | NS |
| Within group | 496 | 20169.21 | 40.66 |
| Total | 499 | 20294.59 |  |
| Social  Adjustment | Between group | 3 | 348.59 | 116.19 | 3.50 | 0.05 |
| Within group | 496 | 16478.86 | 33.22 |
| Total | 499 | 16827.45 |  |
| Personality  Integration | Between group | 3 | 94.08 | 31.36 | 1.18 | NS |
| Within group | 496 | 13241.01 | 26.69 |
| Total | 499 | 13335.09 |  |
| Emotional independence | Between group | 3 | 23.77 | 7.92 | 0.18 | NS |
| Within group | 496 | 21584.27 | 43.51 |
| Total | 499 | 21608.04 |  |
| Emotional  Maturity | Between group | 3 | 1043.54 | 347.85 | 0.63 | NS |
| Within group | 496 | 275576.3 | 555.59 |
| Total | 499 | 276619.9 |  |

Table 4.10 shows the results of the effect of type of management on Emotional Maturity (total& component wise). The F-value obtained for the effect of Type of management on Emotional Maturity and its components- emotional stability, emotional well being, social adjustment, personality integration and emotional independence are 0.23,1.03,3.50,1.18,0.18 and 0.63 respectively. The F-value are less than the tabled value of F (3.04) required for significant at 0.05 level except the F-value of Social adjustment which is 3.50. This suggest that the effect of type of management on Emotional Maturity and its components is not significant at 0.05 level except one component-social adjustment

**DISCUSSION**

From the analysis .it can be concluded that there exist no significant effect of type of management on Emotional Maturity and its components- emotional stability, emotional well being, personality integration and emotional independence except social adjustment. This indicates that except social adjustment, emotional maturity and other components are not significant. The effect of social adjustment upon Emotional Maturity of student teachers is significant at 0.05 level of significance.

As the main effect of the type of management on social adjustment of student teachers is found to be significant, the investigator concluded a follow-up study to locate in which type of management the difference exist.

In order to establish the actual degree of difference in the social adjustment of student teachers on the basis of Type of Management, the investigator calculated the test of significance of mean difference between various categories.

**Table 4.11**

**Data and Result of ‘t’ test for Social Adjustment   
of Student Teachers on the basis of Type of Management**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Type of**  **management** | **N** | **Mean** | **S.D** | **t-value** | **Level of significance** |
| Social adjustment | Aided | 109 | 50.64 | 5.61 | 2.92 | 0.01 |
| Unaided | 175 | 48.62 | 5.75 |
| Social adjustment | Aided | 109 | 50.64 | 5.61 | 2.32 | 0.05 |
| University centre | 191 | 49.08 | 5.62 |

Table 4.11 indicate that the mean scores obtained for different type of management; aided, unaided& university centers on social adjustment are 50.64, 48.62& 49.08respectively. Standard Deviation obtained for aided, unaided& university centers are 5.61, 5.75and 5.62 respectively. The t- values obtained are 2.92 and 2.32. In case of aided and unaided type of institution, the obtained t- value is 2.92 which is greater than 2.58, the table value required for significance at 0.01 level and in case of aided and university center the t- value is 2.32 which is greater than 1.96, the table value required for significance at 0.05 level of significance. Hence it is interpreted that significant difference exist between aided and unaided institution and aided & university centers.

**4.4. MJOR FINDINGS**

Following are the major findings obtained after analysis of the collected data.

1. The mean score of Emotional Maturity obtained for the total sample is 234.84.
2. The mean scores of Emotional Maturity obtained for the male and female student teacher is 237.97 and 234.29 respectively. Male student teachers have slightly higher Emotional Maturity.
3. The mean score obtained for the faculty, Science, Arts and Language is 234.73, 234.29 and 234.80 respectively. The Emotional Maturity of those faculties are almost equal.
4. The mean scores obtained for the Aided, Unaided, University Centres and Govt. institutes are 237.00. 233.82, 234.32 and 237.00 respectively.
5. There exist no significant difference in the mean scores of Emotional Maturity (Total & component) between Male and Female student teachers except on component (‘t’ value 0.15, 1.59, 0.56, -1.26 and 1.24).
6. There exists significant difference in the mean scores of Emotional Independence between Male and Female student teachers at 0.01 level (‘t’ value = 3.48).
7. Faculty have no significant main effect on Emotional Maturity (Total & component wise) of student teachers (F = 0.35, 0.17, 0.47, 1.11, 0.67 & 0.01).
8. Type of Management do not have significant main effect on Emotional Maturity (Total and Component wise) of student teachers except one component, social adjustment (F = 3.50).
9. Type of Management have significant main effect on social adjustment of student teachers (F = 3.50).
10. There exist significant difference in the mean scores of social adjustment between Aided and Unaided management at 0.01 level   
    (‘t’ value = 2.92) and also Aided and University Centres at 0.05 level (‘t’ value = 2.32).

###### SUMMARY FINDINGS AND SUGGESTIONS

This chapter provides an overview of significant aspects of the study.

**5.1.** **STUDY IN RETROAPECT**

The various aspects relating to the present study like Variables, Objectives, Hypotheses and methodology are given below in brief.

**5.1.1.** **RESTATEMENT OF THE PROBLEM**

The present study was entitled as “EMOTIONAL MATURITY of B.Ed TRAINEES’.

**5.1.2.** **VARIABLES OF THE STUDY**

The variables selected for the study were the following

**Independent variables**

Gender

Faculty

Type of management

###### Dependent variable

Emotional Maturity

**5.1.3.** **OBJECTIVES**

* + The objectives formulated for the present study are as follows
  + To identify the level of Emotional Maturity (components & total) of B.Ed Trainees under Calicut University.
  + To study whether there exist any significant difference in the level of Emotional Maturity of B.Ed Trainees based on Sex, Faculty and Management.

**5.1.4. HYPOTHESES**

Following hypotheses were set forth for the study.

* + These is significant difference between male and female student teachers as to their Emotional Maturity.
  + There is no significant difference in Emotional maturity of student teachers with respect their faculty and type of management.

**5.1.5**. **PROCEDURE**

The procedure of the present study is outlines as the following.

###### Sample for the Study

The study was conducted an sample of 500 student teacher belonging to various B.Ed Training Institutes under Calicut University.

###### Tool used for the study

The investigate made use of the following tool for the study.

1. Emotional Maturity Scale – EMS (Jubna & Bindhu, 2008)

The variable Emotional Maturity was measured by a newly developed Emotional Maturity scale by Jubna & Bindhu ( 2008)

**Statistical Techniques Used for Analysis**

In the present study, the collected data were analysed using the following statistical techniques

**Preliminary Analysis**

1. Mean, Median, Mode, Skewness and Kurtosis

**Major Analysis**

1. Mean Difference Analysis
2. ANOVA

**5.2. MAJOR FINDINGS OF THE STUDY**

A brief description of the major findings of the study is presented in the section of this study.

**Level of Emotional Maturity of Student Teachers for Total Sample and Sub sample.**

The level of Emotional maturity of student teachers for total sample and sub sample based on gender, faculty and type of management in terms of mean scores was found to be.

**Table.5.1.**

**Mean Score of Emotional Maturity**

**of B.Ed Trainees in the total sample and relevant sub samples.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Total sample | Gender | | Faculty | | | Type of Management | | | |
| Male | Female | Science | Art | Language | aided | Unaided | Utycentre | Govt. |
| Mean score of  Emotional Maturity | 234.84 | 237.97 | 234.99 | 234.72 | 234.29 | 234.80 | 237.00 | 233.82 | 234.32 | 237.00 |
|  | | | | | | | | | | |

The level of Emotional Maturity of B.Ed Trainees on the basis of Gender, Faculty and type of management are medium or normal level.

**Table 5.2.**

**Data and Results of the test of Mean Scores of Emotional Maturity**

**(total& component wise) of Student Teachers with Respect to Gender**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **MALE** | | | **FEMALE** | | | **t- Value** | **Level of**  **Significance** |
| **N1** | **Mean** | **SD** | **N2** | **Mean** | **SD** |
| Emotional  Maturity | 74 | 237.97 | 26.46 | 426 | 234.29 | 22.99 | 1.13 | NS |
| Emotional  Stability | 74 | 46.53 | 6.53 | 426 | 46.41 | 6.04 | 0.15 | NS |
| Emotional  Well being | 74 | 50.49 | 7.08 | 426 | 50.04 | 6.25 | 0.51 | NS |
| Social  Adjustment | 74 | 50.34 | 5.95 | 426 | 49.18 | 5.77 | 1.56 | NS |
| Personality  Integration | 74 | 50.07 | 5.95 | 426 | 50.89 | 5.02 | -1.12 | NS |
| Emotional  Independence | 74 | 40.55 | 7.31 | 426 | 37.69 | 6.36 | 3.49 | S\*\* |

*NS = Not Significant*

*S\*\* = Significant at 0.01 level*

There is no significant difference in Emotional Maturity (total& component wise) of male& female teacher trainees except in one component (Emotional Independence) with respect to gender [t=3.49\*\*(significant at 0.01 level)]. Male student teachers are more superior to female student teachers in case of Emotional Independence.

**Table 5.3.**

**Analysis of Variance of Student Teachers in different faculty**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Source**  **of variance** | **df** | **Sum of squares** | **Mean of sum of squares** | **F-value** | **Level of significance** |
| Emotional  Stability | Between group | 2 | 26.19 | 13.09 | 0.35 | NS |
| Within group | 497 | 18586.07 | 37.39 |
| Total | 499 | 18612.26 |  |
| Emotional  Well-being | Between group | 2 | 13.47 | 6.73 | 0.17 | NS |
| Within group | 497 | 20281.13 | 40.81 |
| Total | 499 | 20294.59 |  |
| Social  Adjustment | Between group | 2 | 31.41 | 15.71 | 0.47 | NS |
| Within group | 497 | 16796.04 | 33.79 |
| Total | 499 | 16827.45 |  |
| Personality  Integration | Between group | 2 | 59.08 | 29.54 | 1.11 | NS |
| Within group | 497 | 13276.01 | 26.71 |
| Total | 499 | 13335.09 |  |
| Emotional independence | Between group | 2 | 57.89 | 28.95 | 0.67 | NS |
| Within group | 497 | 21550.15 | 43.36 |
| Total | 499 | 21608.04 |  |
| Emotional  Maturity | Between group | 2 | 7.30 | 3.65 | 0.01 | NS |
| Within group | 497 | 276612.60 | 556.57 |
| Total | 499 | 276619.90 |  |

*NS = Not Significant*

There is no significant effect of faculty on Emotional Maturity (total& component wise) of student teachers. Emotional Maturity of different faculty do not differ significantly.

**TABLE. 5.4**

**Analysis of variance of Emotional Maturity**

**(total &components) Among student teachers in different type of institution**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Source**  **Of variance** | **df** | **Sum of squares** | **Mean of sum of squares** | **F-value** | **Level of significance** |
| Emotional  Stability | Between group | 3 | 25.367 | 8.46 | 0.23 | NS |
| Within group | 496 | 18586.89 | 37.47 |
| Total | 499 | 18612.26 |  |
| Emotional  Well-being | Between group | 3 | 125.38 | 41.79 | 1.03 | NS |
| Within group | 496 | 20169.21 | 40.66 |
| Total | 499 | 20294.59 |  |
| Social  Adjustment | Between group | 3 | 348.59 | 116.19 | 3.50 | 0.05 |
| Within group | 496 | 16478.86 | 33.22 |
| Total | 499 | 16827.45 |  |
| Personality  Integration | Between group | 3 | 94.08 | 31.36 | 1.18 | NS |
| Within group | 496 | 13241.01 | 26.69 |
| Total | 499 | 13335.09 |  |
| Emotional independence | Between group | 3 | 23.77 | 7.92 | 0.18 | NS |
| Within group | 496 | 21584.27 | 43.51 |
| Total | 499 | 21608.04 |  |
| Emotional  Maturity | Between group | 3 | 1043.54 | 347.85 | 0.63 | NS |
| Within group | 496 | 275576.3 | 555.59 |
| Total | 499 | 276619.9 |  |

*NS = Not Significant*

There exist no significant effect of Type of management an Emotional Maturity and its components; Emotional stability, Emotional well being, personality Integration and Emotional Independence. This include that expect social adjustment, Emotional Maturity and other components are not significant. The effects of social adjustment upon the Emotional Maturity of student teacher are significant at 0.05 level of significance.

**5.3.** **TENABILITY OF HYPOTHESES**

Based on the findings the tenability of the hypotheses of the study was examined.

The first hypothesis state that, “There is no significant difference between male and female student teacher as to this Emotional Maturity”.

The finding of the study reveals that there is no significant difference in the Emotional Maturity of student teacher with respect to Gender. Hence the first hypothesis is accepted.

The second hypothesis state that , “There is no significant difference in Emotional Maturity of student teachers with respect to their Faculty and Type of management”.

The study reveals that there is no significant difference in the Emotional Maturity of student teachers with respect to Faculty. And also the findings reveals that there is no significant difference in the Emotional Maturity (Total & component) of student teachers with respect type of management expect in one component; social adjustment. Hence the second hypothesis is partially accepted.

**5.4.** **EDUCATIONAL IMPLICATIONS**

The present study was to find out the Emotional Maturity of student teachers in different of education under Calicut University. The study reveals that there is no significant difference in Emotional Maturity and its component viz: Emotional stability, Emotional well being, social adjustment and personality integration expect Emotional Independence. The findings of the study also reveal that there is no significant difference in Emotional Maturity (total and component wise) of B.Ed Trainees with respect to Faculty and Type of management.

Emotional Maturity is of the vital components of personality, which characterizes multi trait non-cognitive psychological concept Emotional Maturity enables the individuals to develop an integrated and balanced way of perceiving problems of life. Psychologists argued that teachers and student teachers must know about the importance of Emotional Maturity for effective decision making, stimulating creativity, co-operation and developing leadership skills etc.

For developing Emotional Maturity of student teachers, the investigator has the following suggestions.

* Student teachers should be made aware of the dignity of their roles as the prospective teachers.
* Training should focus on the competencies needed most for excellence in a given job or role.
* Teacher Training should be designed based on strength and weakness of the areas in which they need to improve.
* Ongoing evaluation is essential as it guide to improve the training.
* The teachers in the class must understand his/her own emotions as well as the emotions of pupils and act appropriately in the light of wise emotions.
* Supervising teachers must reinforce the trainees for the use of skills in their job.
* Provision for providing practical experiences like muscle relaxation techniques, yoga, guided imagery and other relaxation tools to student teachers to enhance their Emotional Maturity should be included in the teacher training programme.
* Teachers and parents play an important role in developing Emotional Maturity of children. Therefore they should be good role models. By observing these role models, children gradually learn how to analyse and cope with life.
* Fostering a positive relationship between the trainees and the learner.
* Teachers and parents should help the children to express their emotions freely in the classroom and at the home. This create self confidence.
* Difference types of group programmes can be conducted to inculcate Emotional Maturity.
* Yogic exercises are regularly practiced in classroom for reducing high anxiety level in to optimum level and this adjustment can be improved.

Teacher is considered to be a catalyst, a facilitator, a change agent, a during force and nation builder. So attention needs to be paid to the way we educate our teachers. One of the factors, that can help produce better equipped teachers in Emotional Maturity, so it need to be introduced in the teacher education curriculum. Emotional Maturity is essential for students and teachers to become healthy human being. If we derive and hope for a world that is more caring, loving, inclusive ie, a world where people are empowered to live whole some , healthy and contributing among students and teachers.

**5.5.** **SUGGESTIONS FOR FURTHER RESEARCH**

The present study brings light to a number of new areas to be covered by future researchers. The following suggestions are put forward for the same.

* + Studies can be conducted to find out Emotional Maturity of student teachers in different stages.
  + Experimented studies can be conducted to find ways for enhancing Emotional Maturity of student teachers.
  + Emotional Maturity of graduate and post – graduate students can be studied.
  + Present study can be extended to others University areas.
  + Studies on Emotional Intelligence in relation to Emotional Maturity can be conducted.
  + Studies on the effect of Emotional Maturity on Teacher effectiveness.

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**Frequency Table**



**Frequencies**



**T-Test**



**Oneway**



**Post Hoc Tests**



**Oneway**



**Post Hoc Tests**



**Correlations**



Appendix II-A

**FAROOK TRAINING COLLEGE**

EMOTIONAL MATURITY SCALE

**(final)**

**Dr. Bindhu. C.M Jubna.P. Pulikkal**

Selection Grade Lecturer M.Ed Student

Farook Traing College Farook Training College

Name : Name of the institution :

Sex : M/F

Age : Subject :

No.of sibilings : Locality : Urban/Rural

**INSTRUCTIONS**

This is a Scale to assess your Emotional Maturity. Each item carries five responses which are ‘Always’, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘Never’. Read each of the items carefully and indicate your responses by putting ☑ mark in the circles provided in the column against the statement. Please try to indicate responses to all the statements.

The data collected will be kept confidential and be used only for research purpose

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. |  | Always | Often | Sometimes | Rarely | Never |
|  | I am able to make friends easily |  |  |  |  |  |
|  | What ever I do every day I have a clear picture in my mind of what I want to be in life. |  |  |  |  |  |
|  | When Iam thinking about a particular thing I find my mind wandering |  |  |  |  |  |
|  | I act as if I don’t know many things that I actually know. |  |  |  |  |  |
|  | When I get angry I am ignorant about the reason. |  |  |  |  |  |
|  | I know what behaviour in me triggers others attitudes towards me. |  |  |  |  |  |
|  | I would love to receive over attention from others. |  |  |  |  |  |
|  | I usually recognize the emotion that makes me behave rudely to others. |  |  |  |  |  |
|  | I am ignorant of the weakness in me that others take advantage of. |  |  |  |  |  |
|  | My behaviour reflects my mental turbulence. |  |  |  |  |  |
|  | I am afraid in rejection. |  |  |  |  |  |
|  | My friends reveal their limitations too when they point out mine. |  |  |  |  |  |
|  | I know what changes come over me when I am upset. |  |  |  |  |  |
|  | I know how happiness affects my activities. |  |  |  |  |  |
|  | I like following better than leading. |  |  |  |  |  |
|  | I get ecstatic when my friends and others praise me. |  |  |  |  |  |
|  | I adapt to new circumstances easily. |  |  |  |  |  |
|  | I take the responsibility of what I do. |  |  |  |  |  |
|  | I usually recognize the emotion in me that makes me stammer. |  |  |  |  |  |
|  | I am able to face the problems of life on my own. |  |  |  |  |  |
|  | In situations when I have to argue with others, I usually recognize the emotion that triggered it. |  |  |  |  |  |
|  | I am reluctant to seek the help of others. |  |  |  |  |  |
|  | I do not know the reason why I sometimes let go of all order in my activities. |  |  |  |  |  |
|  | I lose my temper without reason while in conversation. |  |  |  |  |  |
|  | I need the help of others to complete any work well. |  |  |  |  |  |
|  | I feel uneasy speaking to an audience or to strangers. |  |  |  |  |  |
|  | I quickly move away from the scene because I cannot bear to se people who are seriously injured in accidents. |  |  |  |  |  |
|  | I do not find anything wrong in lying to save my face. |  |  |  |  |  |
|  | I become emotional easily while attending some ceremonies. |  |  |  |  |  |
|  | I can’t think of life without my parents. |  |  |  |  |  |
|  | I don’t experience mental happiness in working in groups. |  |  |  |  |  |
|  | I sometimes feel that its no use living after failure in an exam. |  |  |  |  |  |
|  | I lose my self-control in heated arguments. |  |  |  |  |  |
|  | I act as if I know a lot of things that I actually don’t.. |  |  |  |  |  |
|  | I can’t tolerate it when others take credit for what I’ve done. |  |  |  |  |  |
|  | I am reluctant to attend parties in my friends and other’s houses. |  |  |  |  |  |
|  | I make a joke of the silly mistakes that I make in life. |  |  |  |  |  |
|  | In discussions, I cannot always make my ideas clear to others. |  |  |  |  |  |
|  | I lose my temper when I face difficulties while traveling. |  |  |  |  |  |
|  | When I hear someone who has committed suicide out of depression, I feel that it must be because they couldn’t find any way out of it. |  |  |  |  |  |
|  | When I know of people’s problems through the media, I try to think of solutions to it. |  |  |  |  |  |
|  | I like to act contrary to instructions. |  |  |  |  |  |
|  | I am always ready to do anything to solve my friends problems. |  |  |  |  |  |
|  | I can’t decide in advance how to behave in a particular situation. |  |  |  |  |  |
|  | I get worked up when others find fault in me. |  |  |  |  |  |
|  | I do not point out the mistakes dones by my friends. |  |  |  |  |  |
|  | I believe that suicide is a solution to all problems. |  |  |  |  |  |
|  | I am not always able to acknowledge and understand my emotions. |  |  |  |  |  |
|  | I avoid competitions fearing failure. |  |  |  |  |  |
|  | I can’t involve myself in voluntary activities without pressure from others. |  |  |  |  |  |
|  | I feel that I shouldn’t have started the studies when I don’t understand what the teacher says. |  |  |  |  |  |
|  | I don’t think that I can ever lead a good life. |  |  |  |  |  |
|  | Others can easily hurt my feelings. |  |  |  |  |  |
|  | I fail to communicate with others. |  |  |  |  |  |
|  | I tease others for fun. |  |  |  |  |  |
|  | I don’t think that I can find a good job after my studies. |  |  |  |  |  |
|  | I show my anger towards anyone who questions my plans. |  |  |  |  |  |
|  | I am able to listen to others without feeling bored. |  |  |  |  |  |
|  | I hate doing what others tell me to do. |  |  |  |  |  |
|  | I am able to interact with others according to the circumstances. |  |  |  |  |  |
|  | I am able to solve my problems on my own. |  |  |  |  |  |
|  | I am enthusiastic about putting new knowledge and idea acquired from classes into practice. |  |  |  |  |  |
|  | I react to good news without heeding the circumstances. |  |  |  |  |  |
|  | I feel impatient waiting in queues. |  |  |  |  |  |