

# A Study of Emotional Maturity of Student Teachers in the *State* of Himachal Pradesh

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## Abstract

A sample of 349 Student Teachers was drawn from randomly selected B.Ed Colleges of Mandi District of Himachal Pradesh.. Out of which 167 were males and 182 were females. teachers on emotional maturity. Both the male and female student teachers, irrespective of their level of locality, resolve all conditions that arouse anxiety and hostility and are continuously in the process of seeing themselves in clearer prospective, continually involved in a struggle to gain healthy integration of feeling and thinking action. There is significant difference found in the mean scores of rural and urban student teachers on emotional maturity therefore, it can be said that the rural student teachers have higher mean which further indicates that rural student teachers irrespective of their gender, have less capacity to resolve all conditions that arouse anxiety and hostility and are not continuously in the process seeing themselves in clearer prospective, continually involved in a struggle to gain healthy integration of feeling and thinking action as compared to urban student teachers and lack of independence. No significant interactional effect of gender and locality of the student teachers on emotional maturity is found.

**Keywords:** Social Maturity; Student Teachers; B.Ed college; Emotional Maturity.

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## 1. Introduction

A teacher is considered as the main pillar and custodians of the present as well as future generation. They are the moderators through which the knowledge and information is transferred to the students who represent the foundation of the society. A sense of personal and professional, intellectual, social and emotional identity is at the core of being an effective and efficient teacher. Therefore, skill is really required and necessary to make the teachers performance effective and operative. Emotional maturity can make the teachers not only able to deal with their students but with their colleagues and society as well. Jersild, (1957) said that emotional maturity is not a state in which all problems are solved but instead, it is a continuous process of clarification and evaluation, an attempt to integrate feeling, thinking and behavior. Emotions is an affective experience that accompanies generalized linear adjustment and mental and psychological stirred up Siddiqui (1976) studied the disciplined students were emotionally and socially mature than the undisciplined ones.

states in the individual and that shows itself in his overt behavior (Crow and Crow, 1973). Kaplan and Baron, (1986). elaborated the characteristics of an emotionally mature person; that he has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. Emotional maturity is taken to be a process in which the personality is continually striving for greater sense of emotional health, both inter-psychologically and intra-personally. Emotional maturity is defined as the process of impulse controlled through the agency of “self” or “ego”.

Jadhav (2010) examined the relationship between home environment and emotional maturity among college going students of Belgaum District in Karnataka. Positive and significant relationship between home environment and emotional maturity among the boys and girl students, including those of rural background, including private college students with low socio-economic status and students above 20 years of age. It is found that, there is no positive and significant relationship between home environment and emotional maturity among the urban students studying in government colleges with high socioeconomic status and students below 20 years of age. Brad Hambrick, (2013) defined emotional maturity in terms of two features; according to him, emotional maturity is (a) the ability to differentiate and properly identify one's emotions (b) granting yourself the freedom to experience whatever emotion is appropriate to a given situation.

Perumal & Rajaguru (2015) found no significant difference between the male and female student teachers in their emotional level irrespective of their level of locality. Also, they found no significant difference in rural and urban student teachers in their emotional level irrespective of their level of gender.

## **2. Methodology and Procedure**

A sample of 349 Student Teachers was drawn from randomly selected B.Ed Colleges of Mandi District of Himachal Pradesh.. Out of which 167 were males and 182 were females. In the present study Emotional Maturity Scale, developed by Singh and Bhargava was used. 5-point scale was developed containing five areas i.e. Emotional Unstability, Emotional Regression, Social Maladjustment, Personal Disintegration and Lack of Independence

## **3. EMOTIONAL MATURITY**

### **3.1 Effect of Gender on Emotional Maturity Total of Student Teachers**

To study the main effect of gender (A) i.e. male and female on various components of emotional maturity among student teachers, 2x2 ANOVA was used. The value of F-ratio for degree of freedom 1 are (Emotional Maturity Total, 0.13), (Emotional Unstability, 1.81), (Emotional Regression, 0.04) and (Social Maladjustment,0.008), (Personal Disintegration,1.42) and (Lack of independence,0.61). Therefore, it can be said that the F-values for all above components of emotional maturity are not significant at 0.05 level of significance for 1/139 df. This lead to say that both male and female student teachers, irrespective of their level of locality do not differ significantly from each other on each component of emotional maturity.

### **3.2 Effect of Locality on Emotional Maturity Total of Student Teachers**

To study the main effect of locality (B) i.e. male and female on various components of emotional maturity among student teachers, 2x2 ANOVA was used. The value of F-ratio for degree of freedom 1 are (Emotional Maturity Total,4.04\*), (Emotional Unstability, 2.08), (Emotional Regression, 3.34) and (Social Maladjustment,1.69), (Personal Disintegration,0.50) and (Lack of independence, 6.11\*). Therefore, it can be said that the F-values for all above components of emotional maturity viz. Emotional Unstability, Emotional Regression, Social Maladjustment and Personal disintegration are not significant at 0.05 level of significance for 1/139 df. This lead to say that both rural and urban student teachers, irrespective of their level of gender do not differ significantly from each other on Emotional Unstability, Emotional Regression, Social Maladjustment and Personal Disintegration areas of emotional maturity.

Table 1

## Means and Standard Deviation on Emotional Maturity at Different Levels

Locality	Measures	Gender		Mean
		Male	Female	
Rural	M	96.94	95.83	96.39
	$\sigma$	20.94	14.21	
Urban	M	90.94	89.91	90.42
	$\sigma$	18.81	15.31	
Mean		93.49	92.87	

Table 2

## Summary of Results of 2x2 ANOVA

Source of Variances	Sum of Squares	df	Mean Squares	F-ratio
Gender (A)	40.179	1	40.18	0.13
Locality(B)	1242.064	1	1242.06	4.04*
Gender X Locality (AxB)	.006429	1	.00643	.01
Within	41795.486	136	307.320	
Total	43077.793	139	309.912	

Table 3

## Means and Standard Deviation on Lack of Independence at Different Levels

Locality	Measures	Gender		Mean
		Male	Female	
Rural	M	13.23	16.80	15.00
	$\sigma$	5.20	4.26	
Urban	M	15.57	15.85	15.71
	$\sigma$	3.85	3.75	
Mean		14.40	16.33	

Table 4

## Summary of Results of 2x2 ANOVA on Lack of independence

Source of Variances	Sum of Squares	df	Mean Squares	F-ratio
Gender (A)	11.42	1	11.42	0.61
Locality(B)	113.40	1	113.40	6.11*
Gender X Locality (AxB)	25.71	1	25.71	1.38
Within	2522.62	136	18.54	

Total	2673.171	139	19.23	
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But if we see the Table 2 and Table 4 F-values for Emotional Maturity total and for Lack of independence it came out to be significant at 0.05 level of significance at 1/139 df. Which further means that rural student teachers irrespective of their level of gender, have the less capacity to resolve all the conditions that arouse anxiety and hostility and are not continuously in the process of seeing themselves in clearer perspective, and not continually involved in a struggle to gain healthy integration of feeling and thinking action as compared to urban student teachers. As the mean scores for urban students has come out to be 6.11 which is significant at 0.05 level of significance for 1/139 df. Therefore, it can be said that student teachers irrespective of their level of gender, show parasitic dependence on other are egotistic and lack of 'Objective interests' and people think of them an unreliable person as compared to the rural student teachers.

### 3.3 Interactional Effect

To study the interactional effect Gender X Locality (AxB) on various components of emotional maturity among student teachers, 2x2 ANOVA was used. The value of F-ratio for degree of freedom 1 are (Emotional Maturity Total, 0.01), (Emotional Unstability, 1.32), (Emotional Regression, 0.08) and (Social Maladjustment, 0.37), (Personal Disintegration, 0.21) and (Lack of independence, 1.38). The above values it may be interpreted that there is no significant interactional effect of gender and locality on the lack of independence of student teachers.

## CONCLUSIONS

On the basis of analysis and interpretation of the data, following conclusion can be laid down:

1. No significant difference is found in the mean scores of male and female student teachers on emotional maturity. Both the male and female student teachers, irrespective of their level of locality, resolve all conditions that arouse anxiety and hostility and are continuously in the process of seeing themselves in clearer perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action.
2. As there is significant difference found in the mean scores of rural and urban student teachers on emotional maturity therefore, it can be said that the rural student teachers have higher mean which further indicates that rural student teachers irrespective of their gender, have less capacity to resolve all conditions that arouse anxiety and hostility and are not continuously in the process seeing themselves in clearer perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action as compared to urban student teachers and lack of independence.
3. No significant interactional effect of gender and locality of the student teachers on emotional maturity is found.
4. No significant difference is found in the mean scores of male and female student teachers on emotional instability, emotional regression, personal disintegration, social maladjustment. Both the male and female student teacher irrespective, of their levels of locality, do not differ from each other on factors of emotional instability such as the lack of capacity to dispose off problems, irritability, needs constant help for one's day to day work, vulnerability, stubbornness and temper tantrums. They do not represent such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness as a measure of emotional regression. They do not suffer from inferiorities and hence do not react to environment through aggressiveness, destruction and have distorted sense of reality. Due to no significant difference in the mean scores of male and female student teachers irrespective of their level of locality they do not show parasitic dependence on others, are not egotistic and do not lack 'objective interests' and they are not thought to be unreliable persons by the people.

5. There is significant difference in the mean scores of rural and urban student teachers on lack of independence. The trend of means shows that rural student teachers irrespective of their level of gender show parasitic dependence on others, are egotistic and lack of objective interests and people think of them as an unreliable person as compared to urban student teachers.
6. No significant interaction effect of gender and locality is found on the various areas of emotional maturity of student teachers.

## 5. EDUCATIONAL IMPLICATIONS

1) Co-curricular/extra-curricular activities should also be incorporated in the curriculum which should be a compulsory part of the curriculum and evaluation should be based on rigorous independent practices.

2) Value-oriented education in the light of moral education and moral awareness should be provided.

3) Some mechanism needs to be developed to evaluate individual/group participation in helping the needy persons in the society irrespective of ethical difference.

4) More open discussion on social issues prevailing in the society to develop openness and universal attitude towards fellow people.

5) Counselors or school administrators or teachers who face problems with adolescents like aggression, depression or use of drugs, can also be benefited by the findings of this study.

Quite understandably, if the causal factors of disturbances in the emotional behavior of student teachers are reliably identified. Parents at home and teachers at school always play a major role in influencing and developing emotional maturity.

6) Parents should understand the kind of changes going through and the kind of pressures he/she has to face, because at one point of their life, they were also under the same situation, so they should act as the facilitators for them in helping them in handling such situations. They should provide such an atmosphere at home, that could make them a responsible and mature individual who can handle situations with calm and maturity. Parents should try to avoid the factors that can cause stress and frustration in the adolescents like punishment, deprivation of privileges, and rejection etc. Parents who are democratic in their dealings with children and provide reasonable freedom to them can pave a path for making their wards emotionally mature.

7) Engage in more group activities to develop better understanding with fellow students and while framing group every time need to take care to frame the groups with new group members only.

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