

“A study on an Emotional Maturity among B.Ed., students”

M.Kishor

Associate Professor
MNR PG Teacher Education College

Abstract:

Emotional maturity is a mature state of mind in which a person can understand and manage emotions. Emotional maturity enables individuals to create a fulfilled, happy life, which helps them to lead a healthy social and individual life. The study aims to know the level of emotional maturity among B.Ed. students and factors influencing them. The study was performed with 203 B.Ed. students, including 98 men and 105 women candidates. Data was collected using the emotional maturity scale developed by Dr. Yashvir Singh, Head, Department of Psychology, St. John's College, Agra, and Dr. Mahesh Bhargava, Director, N.P.C., Agra. The collected data was analyzed, and the results found that 80.77% of B.Ed students had unfavorable levels of emotional maturity, and 55.17% of B.Ed students had an extremely unstable level of emotional maturity. Women B.Ed students (58.1%) have more emotional immaturity than the men B.Ed students (52%). The conclusion of the study, there is an unstable level of emotional maturity among B.Ed students.

Keywords: emotional maturity, B.Ed., students, depression, family, self-esteem.

Introduction

Education for children is a natural necessity. Education contributes to the development of the child physically, mentally, emotionally, morally, and spiritually. Education should enhance both external and internal beauty. **Gandhiji** said, “Education means an all-round drawing out of the best in the child and man—body, mind, and spirit.” According to **Plato**, “Education is the capacity to feel pleasure and pain at the right movement, and it develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.” The present study focused on emotional maturity; hence, students will understand the concepts of emotions and emotional maturity.

Concept of Emotions

Emotions are feelings or affective experiences characterized by physiological changes that generally lead people to perform behavioral acts. There are two kinds of emotions: positive emotions and negative emotions. Pleasant emotions like affection (love), amusement, curiosity, and happiness, which are helpful and essential for normal development, are termed positive emotions. Negative emotions are negative feelings such as fear, anger, and jealousy that are detrimental to a person's growth. An emotion will prove to be helpful or harmful to an individual depending upon the following factors:

1. The frequency and intensity of emotional experiences.
2. The situation, occasion, and nature of the stimulus arouse emotion.

3. The kind of emotional experience or emotion.

According to **Harold Schlossberg**, there are several kinds of emotions. Pleasantness—unpleasantness; attention—rejection; sleep—tension. Further emotions could be:

- a. Primary goal-oriented emotions (anger, joy, fear, and grief are also called primary or basic emotions)
- b. Emotions triggered by sensory stimulation (pain, disgust, and delight)
- c. Emotions related to others (love, envy, and pity)
- d. Appreciative emotions (wonder and awe)
- e. Emotions about self-appraisal and related to one's level of aspiration (pride, shame, and guilt)

All these emotions provide energy for an individual to face a particular situation. Emotions work as motivators for our behavior. Emotions influence our adjustment to society. High emotional conditions disturb the mental equilibrium of an individual. The emotional state of an individual has an impact on their maturity level of an individual.

Concept of Emotional Maturity

Emotional maturity is the characteristic of emotional behavior attained by an adult after the expiration of their adolescent period. After attaining emotional maturity, he can demonstrate well-balanced emotional behavior in his day-to-day life. A person may be emotionally mature if he has in their possession almost all types of emotions—positive or negative—and can express them at the appropriate time and to the appropriate degree.

"An emotionally mature person can keep a lid on his feelings. He can live in silence, and he is not subject to swings in mood. When he does express emotion, he does so with moderation, decency, and in good order." (**Charles E. Skinner**)

The capacity to learn from life experiences, the absence of all forms of stress, the capacity for both giving and receiving love, and the capacity to tolerate frustrations and deflect them onto other circumstances are all traits of emotional maturity. A mature person views life experiences as learning experiences; if they are positive, they enjoy and revel in life. When they are negative, he accepts personal responsibility and is confident he can learn from them to improve his life. The immature person curses the rain, while the mature person sells umbrellas.

Characteristics of an emotionally mature person

An emotionally mature person will possess the following characteristics:

1. He can control his emotions; sudden inappropriate outbursts are rarely found.
2. Almost all emotions can be distinctly seen in him, and their patterns of expression can be easily recognized.
3. He expresses his emotions in a socially desirable way.
4. He is guided more by his intellect than his emotions.
5. He never tries to justify himself for his undesirable or improper conduct.
6. He thinks for others and is keen to maintain a social relationship.
7. He expresses his emotions at the proper time and place.
8. A person with emotional maturity shows a sudden shift from one emotion to another.
9. An emotionally mature person has a positive self-concept and does not indulge in feelings of self-pity.

Strategies to become emotionally mature:

The following are strategies to become emotionally mature:

1. **Work on self-understanding and self-acceptance.** Seek insight by asking significant others to provide feedback about your behavior. Then be objective—see yourself as others see you. Avoid defensiveness; it will help you become the best as per your capacity.
2. **Practice unselfish behavior.** Experiment with it and notice how it feels and how others react to it. Compare the difference to how others react to your selfishness. You'll prefer unselfishness. It might even be said that giving to others is "altruistic selfishness" because the person who gives it benefits more than the person who receives it.
3. **Do not dominate others.** Cooperate with others and seek "win-win" solutions to conflicts. If a solution to a problem isn't good for both parties, it won't be good for the relationship. In a successful relationship, neither partner can be a winner if both aren't winners. Only the relationship should be the winner.
4. **Be willing to change your social contacts.** Avoid people and situations that bring out the worst in you. Instead, expose yourself to people and situations that bring out your best.

Statement of the Problem

The researcher stated the problem was "a study on emotional maturity among B.Ed. students." The study refers to the 'level of emotional maturity, i.e., a well-balanced emotional behavior of B.Ed. students in their day-to-day lives.' By this, the investigator means the scores obtained by administering the standardized Emotional Maturity Scale (EMS).

Objectives of the study

1. To know the level of emotional maturity among B.Ed. students.
2. To find out the differences between men and women in B.Ed., students at their level of emotional maturity.

The hypothesis of the study

1. There will not be a favorable level of emotional maturity among B.Ed. students.
2. There will not be any significant difference between men and women in B.Ed. students in their level of emotional maturity.

Review of Related Literature

The researcher reviewed a few studies. **Paramesh, C.R. (1970)** conducted a study of creativity concerning extroversion, emotions, body image, and values. A major finding of the study was that highly creative adolescents were neither more nor less introverted than low and moderately creative adolescent boys. **A. Arya (1984)**, conducted a study on "Emotional maturity and the value of superior children in the family." A standard scale was administered to 300 randomly selected superior children (150 males and 150 females). The major findings were: (a) superior intelligence showed a high relationship with emotional maturity; (b) age-wise, there was no significant difference in emotional maturity; and (c) boys were more mature. (d) Residence did not link with emotional maturity. **Manral and Bheema (1988)** of Kaumann University have conducted a study on "the impact of emotional maturity and prolonged deprivation on indiscipline behaviors among university students concerning their academic achievement." The

descriptive survey method was used in this study. Stratified random sampling was used to select 472 students. The major findings were that (a) emotional maturity was related to disciplined behavior; (b) there was no significant difference between male and female students on emotional maturity; and (c) high-deprived students differed from lower-deprived students in emotional maturity. **Allan and Bradford Drake (1997)** studied “emotions and their influences on mathematical problems solved among 209 undergraduates.” The major finding stated that emotions might be more differentiated because psychological responses are stronger for better problem solvers.

Research Method

The present study adopts a descriptive survey method.

Population

The present study takes into consideration the student teachers pursuing a B.Ed course in Ranga Reddy district as the population of the study.

Sample and sampling techniques

In the present study, the sample consists of 203 B.Ed. students studying in 3 different B.Ed. colleges in Ranga Reddy district. The sample also consisted of both male and female students. The stratified random sampling technique is adopted for selecting the sample for the study.

Tool Description

The researcher adopted a standardized emotional maturity scale developed by **Dr. Yashvir Singh**, Head, Department of Psychology, St. John's College, Agra, and **Dr. Mahesh Bhargava**, Director, N.P.C., Agra. There are 48 positive statements considering the five aspects of emotional maturity, i.e., emotional instability (1 to 10), emotional regression (11 to 20), social maladjustment (21 to 30), personality disintegration (31 to 40), and lack of independence (41 to 48). The emotional maturity scale is a self-reporting five-point scale. Items on the scale are in question form, demanding information for each of the five options. An individual's net emotional maturity score is the sum of all scores in each of the 48 items.

Reliability and Validity of the Tool: The product moment reliability of the emotional maturity scale was found to be $r = 0.75$. The validity of the emotional maturity scale was found to be $v = 0.86$. The questionnaire was highly valid.

Administration of the Tool and Main Study: The main study was conducted by the researcher during February and March 2007.

Data Analysis and Interpretation of the Study

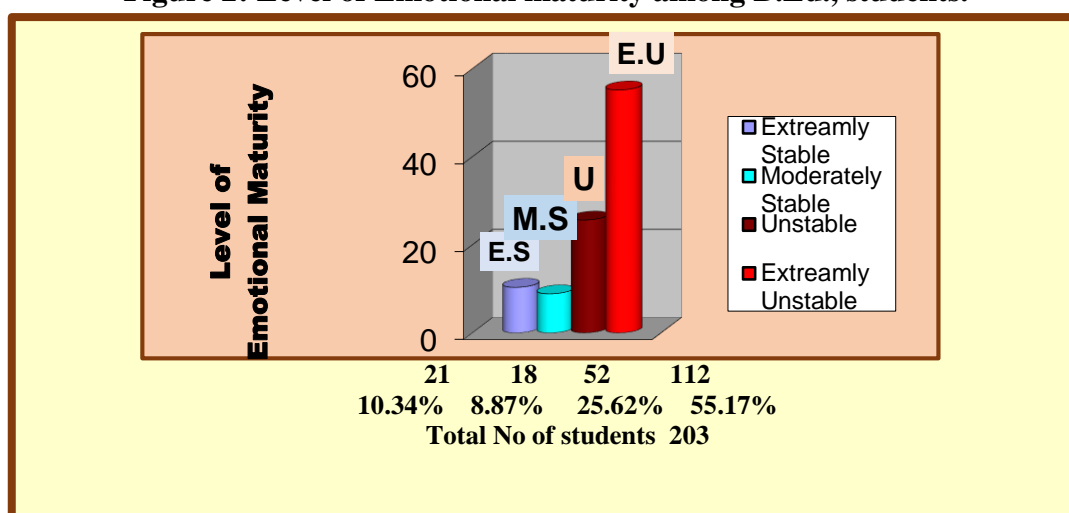
The collected data were analyzed concerning the emotional maturity of respondents; the following hypothesis has been formulated, and the results are tabulated in the table.

Hypothesis I: There will be a favorable level of emotional maturity among B.Ed. students.

Table 5: level of Emotional Maturity.

Variable	Level	Number of Students	Percentage %
Emotional Maturity	Extremely Stable	21	10.3
	Moderately Stable	18	8.9
	Unstable	52	25.6
	Extremely Unstable	112	55.17
	Total	203	100

Figure 2: Level of Emotional maturity among B.Ed., students.



Interpretation:

From Table 5 and Figure 2, it can be observed that out of the 203 samples of B.Ed students, 10.3% of B.Ed students' emotional maturity was extremely stable; 8.9% of students were moderately stable; 25.6% of students were unstable, and 55.17% of students were extremely unstable. Hence, it is clear that the majority of B.Ed students (80.77%) had unfavorable levels of emotional maturity. Thus, the hypothesis is rejected.

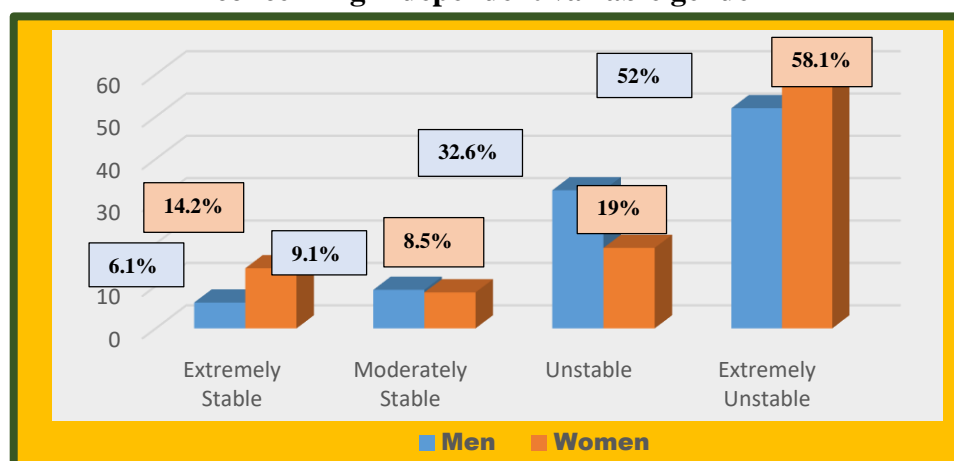
Hypothesis II: There will not be any significant difference between men and women B.Ed., students in their level of emotional maturity.

Table 6: Level of emotional maturity among B.Ed students concerning the independent variable gender

Emotional Maturity	Level	Men	%	Women	%	Total	%
	Extremely Stable	6	6.1	15	14.2	21	10.3
	Moderately Stable	9	9.1	9	8.5	18	8.9
	Unstable	32	32.6	20	19.0	52	25.6

	Extremely Unstable	51	52.0	61	58.1	112	55.1
	Total	98	100	105	100	203	100

Figure 3: Level of emotional maturity among B.Ed students concerning independent variable gender



It can be observed from Table 6 and Figure 3 that 55.1% of the respondents showed an extremely unstable level of emotional maturity (men 52% and women 58.1%); 25.6% of the respondents showed an unstable level of emotional maturity (men 32.6% and women 19%); 8.9% of the respondents showed a moderately stable level of emotional maturity (men 9.1% and women 8.5%); and 10.3% of the respondents showed an extremely stable level of emotional maturity (men 6.1% and women 14.2%). Thus, it can be concluded that most of the B.Ed. respondents are extremely unstable in emotional maturity.

Table 7

The χ^2 (chi-square) distribution pertains to the level of emotional maturity to gender.

S. No.	Items	Value
1	Table value	7.815
2	Calculated value	7.286
3	Degree of freedom	3
4	Level of significance	0.05

Applying the χ^2 (chi-square) statistical technique has tested the above null hypothesis, and the results obtained are interpreted at the 0.05 level of significance at 3 degrees of freedom. The calculated χ^2 (chi-square) value (7.286) is less than the standard table value (7.815) at 3 degrees of freedom and a 0.05 level of significance. Since the calculated value is less than the table value, the hypothesis is accepted. It is accepted that there are no significant differences between men and women B.Ed. students in their emotional maturity.

Results and Findings of the Study

The following findings have been arrived at in the present investigation:

1. It was found that 10.3% of B.Ed. students (men 6.1% and women 14.2%) emotional maturity was extremely stable.
2. It was found that 8.9% of students (men 9.1% and women 8.5%) were moderately stable.
3. It was found that 25.6% of students (men 32.6% and women 19%) were unstable.
4. It was found that 55.17% of students (men, 52%, and women, 58.1%) were extremely unstable.
5. Women B.Ed., students (58.1%) have more emotional immaturity than the men B.Ed., students (52%).
6. Hence, it is clear that the majority of B.Ed. students (80.77%) had unfavorable levels of emotional maturity.
7. There are no significant differences (0.05 level) between men and women B.Ed. students in their level of emotional maturity.

Discussions on findings

The majority of respondents (80.77%), regardless of gender, are emotionally unstable, according to the results. The absence of a sociocultural context among B.Ed. students could be the cause of this. Pupils are more concerned with their academic work. Given their financial and other circumstances, they have likely had insufficient or improper exposure to sociocultural or restricted exposure to aspects of society, such as general leadership, attending social events, and upholding appropriate interpersonal and social relationships.

Conclusion of the study

The following conclusions have been reached in the present investigations:

1. There is an unfavorable level of emotional maturity among B.Ed. students.
2. Irrespective of gender, there is an unfavorable level of emotional maturity among B.Ed. students.

Suggestions for Respondents

1. The respondents are suggested to participate more in the socio-cultural activities. Improve social interactions and develop favorable relations with society.
2. Show interest in voluntary services in society and understand more about society.
3. The respondents are suggested to read characters and other books related to social service.

Suggestions for B.Ed. colleges

1. The B.Ed. colleges are suggested to maintain the school as a miniature of society. A proper social environment is provided for the students.
2. The B.Ed. colleges should regularly conduct well-prepared and inspiring morning prayers. The students themselves can be prepared to deliver morning talks on topics related to social values such as cooperation, tolerance, sharing, forgiveness, love, truth, etc. This would result in the encouragement and assimilation of values in individuals.
3. B.Ed. colleges must give socially centered project work to students.
4. B.Ed. colleges must organize sports events, cultural events, and exhibitions to encourage students.
5. Opportunities for students to work in collaboration. Must develop tolerance among students.

6. Conducting excursions and field trips to historical and other educationally important places and helping the students become emotionally mature.

Suggestions for Further Research

Some suggestions about the possibilities of research in the field of education are offered to stimulate prospective research workers in this area.

1. The study could be extended to university-level students.
2. The study could be conducted among language pundit trainees (Hindi Pandit, Telugu Pandit, etc.).
3. The study could be extended to higher secondary school students.
4. The study could be extended to secondary-grade teachers and school assistants.
5. A similar study may be undertaken in districts other than Ranga Reddy.
6. A similar study may be undertaken in other states of Andhra Pradesh.
7. A qualitative study in the area can be taken up.

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M.Kishor

Lecturer, MNR PG Teacher Education College
Kukatpally, Hyderabad, Telangana State.
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