

**EMOTIONAL MATURITY AMONG TEACHER TRAINEES
ENROLLED AT B.Ed. AND B.Ed. SPECIAL EDUCATION
PROGRAMME**



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION
(AUTONOMOUS)
UNIVERSITY OF JAMMU
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

SUPERVISOR

**Dr. Rohnika Sharma
Assistant Professor**

INVESTIGATOR

**Bindu Bharti
M.Ed. Sem. IV
Roll No. 1801018**

**MIER COLLEGE OF EDUCATION (Autonomous)
JAMMU**

2020

**EMOTIONAL MATURITY AMONG TEACHER TRAINEES
ENROLLED AT B.Ed. AND B.Ed. SPECIAL EDUCATION
PROGRAMME**



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION (AUTONOMOUS)
UNIVERSITY OF JAMMU
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

SUPERVISOR

**Dr. Rohnika Sharma
Assistant Professor**

INVESTIGATOR

**Bindu Bharti
M.Ed. Sem. IV
Roll No. 1801018**

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2020

CERTIFICATE

This is to certify that **Mrs. Bindu Bharti** student of M.Ed. Semester IV, Session 2018-2020, bearing Roll No.1801018 has worked under my supervision for her dissertation entitled:

“TO STUDY EMOTIONAL MATURITY AMONG TEACHER TRAINEES ENROLLED AT B.Ed. AND B.Ed. SPECIAL EDUCATION PROGRAMME”.

Her dissertation is fit for submission, in partial fulfilment of their requirements for the award of the Degree of Master in Education.

DATE:

(Dr. Rohnika Sharma)
SUPERVISOR

ACKNOWLEDGEMENT

Words are often too weak to express one's inner feelings of indebtedness to one's benefactors. The same difficulty leads the investigators on penning down the deep sense of gratitude. First of all, I am greatly and heartily thankful to almighty God, who puts strength in me to do and complete this research work. Most gratefully, I express my thanks to my worthy and honorable guide Dr. Rohnika Sharma, H.O.D, U.G Department, MIER College of Education, for her unprecedented help and scholarly skills that she imbibed in me. It was only due to her valuable academic guidance, encouragement, deep personal interest and inspiration that the present study could be completed well in time.

I wish to place on record my heartfelt gratitude to Dr. Arun K. Gupta, Chairman, MIER Group of Institution, Dr. Renu Gupta, Vice Chairperson, MIER Group of Institution, Dr. Adit Gupta, Principal, MIER College of Education, Prof N.R Sharma, Dean Academics and Dr. Mool Raj Sharma H.O.D, P.G. Department, MIER College of Education who deserve special mention and appreciation for providing me valuable access to various facilities for conducting research and also the freedom to interact with the students and staff of the different wings of the institution. Their intellectual and academic inputs have helped improve the quality of this work significantly.

I am thankful to all the Principals of all the B.Ed. colleges who allowed me to collect data from their colleges. Student teachers who participated in this study, I wish to acknowledge the invaluable support and cooperation rendered to me by the staff members of MIER College of Education. My special thanks are due to Mr. Naveen and Mrs. Rohini Sharma for providing computer assistance. I

would also like to acknowledge the support provided at the MIER College of Education Library by Mrs. Eesha Sharma.

Last but not the least; I thank my family who stood behind me like a rock and for his inspirational spirit, which gave me new vigor and impetus to work with devotion and absolute commitment in every way possible. Finally, I wish to sincerely thank my peer group for understanding and cooperating with me in times of difficulty. Their love and support contributed immensely in the completion of this research.

Bindu Bharti

CONTENTS

	Page No.
Supervisor's Certificate	i
Acknowledgement	ii
Table of Contents	iii
List of Tables	vi
List of Figures	vii
List of Appendices	viii
Abstract	ix

CHAPTER-I

INTRODUCTION

S.No	CONTENT	PAGE No.
1.1	Introduction	13
1.1.1	Concept of emotional	13
1.1.2	Concept of maturity	13
1.1.3	Concept of emotional maturity	14
1.1.4	Characteristics of emotional maturity	16
1.1.5	Level of emotional maturity	17
1.1.6	Characteristics of emotionally nature person	18
1.2	Significance of the study	19
1.3	Statement of the problem	20
1.4	Operational Definition	20
1.5	Objectives of the study	21
1.6	Hypotheses of the study	21
1.7	Delimitation of the study	21

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1	Introduction	22
2.2	Studied Related to emotional maturity	22
2.3	Conclusion	32

CHAPTER-III

RESEARCH METHODOLOGY

S.No	CONTENT	PAGE No.
3.1	Introduction	33
3.2	Design of the study	33
3.2.1	Method	34
3.2.2	Population	34
3.2.3	Sample	34
3.2.4	Variables of the study	35
3.3	Tool Employed and its Description	36
3.4	Statistical technique employed	38
3.5	Administration of the tool	39

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1	Introduction	41
4.2	Results and Findings	41

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

S.No	CONTENT	PAGE No.
5.1	Introduction	48
5.2	Finding	48
5.3	Conclusion and Discussion	50
5.4	Educational Implication of the study	50
5.5	Suggestion for Future Research	51
	SUMMARY	52
	BIBLIOGRAPHY	62
	APPENDICES	65

LIST OF TABLES

Table No.	Page No.
3.1 Details of the sample	34
3.2 Description of tool	35
4.1 Values of percentages for different dimensions of emotional Maturity among teacher trainees of B.Ed. programme.	40
4.2 Values of percentages for different dimensions of emotional Maturity among teacher trainees of B.Ed. special education Programme	42
4.3 Value of Mean, Standard Deviation and <i>t</i> -test for emotional Maturity of teacher trainees enrolled at B.Ed. and B.Ed. special Education programme.	43
4.4 Value of Mean, Standard Deviation and <i>t</i> -test for emotional maturity of male and female teacher trainees	44
4.5 Value of Mean, Standard Deviation and <i>t</i> -test for emotional	

maturity of rural and urban teacher trainees enrolled at B.Ed.

and B.Ed special education programme.

45

LIST OF FIGURES

Figure No.

Page No.

1 Design of the sample

34

LIST OF APPENDICES

APPENDIX Emotional Maturity Scale

65

ABSTRACT

Teachers play an important role in shaping and moulding the habits, manners and above all, the character of prospective teachers to become effective teachers. Globally, there is an overwhelming concern over the quality of education. Education being the social system of society plays a key role in reforming and reconstructing the society from time to time. It means prospective teachers must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. The study aims to investigate the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme in relation to type of programme, gender and locality. For this study purposive sampling technique was employed. The study has been conducted on 100 teacher trainees of B.Ed. and B.Ed. special education programme of Jammu city. For this study, 'Emotional Maturity Scale' developed by Dr. Mahesh Bhargava and Dr. Yashvir Singh has been used for data collection. Emotional Maturity among teacher trainees has been measured in relation to gender i.e. male and female, residential background i.e. rural and urban and types of programme i.e. B.Ed. and B.Ed. special education programme. For analyzing the data *t*-Test has been employed. Out of 50 teacher trainees enrolled at B.Ed. programme, 10% are extremely emotionally mature, 28% are moderately emotionally mature, 26% are emotionally immature and 36% are extremely emotionally immature. Out of 50 teacher trainees enrolled at B.Ed. special education programme, 14% are extremely emotionally mature, 24% are moderately emotionally mature, 22% are emotionally immature and 40% are extremely emotionally immature. There is no significant gender difference in the level of Emotional maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme.. There is no significant difference in the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme. There is no significant difference in the emotional maturity among rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

CHAPTER-1

1.1 INTRODUCTION

1.1.1 EMOTIONAL MATURITY

Life would be lustreless without emotions. An emotion as a feeling or state is experienced by one and all. When we are subjected to any situation, emotions arise within us. The potency and nature of the emotions ignite the thought process which is expressed in the form of actions and behaviour. Emotions are adaptive responses to the demands of the environment. Emotions can be defined as psychological state that comprises thoughts and feelings, physiological changes, expressive behaviour and inclinations to act. The precise combination of these elements varies from emotion to emotion, and emotions may or may be accompanied by overt behaviours. This complex of states and behaviours is triggered by an event that is either experienced or recalled. Someone insults you. Depending on the nature of insult and your perception of the extent to which it was or was not intended to hurt you, you might feel angry or annoyed. Emotions are the complex experience of consciousness, bodily sensations and behaviour that reflects the personal significance.

Emotions can be defined as a feeling that occurs when a person is in a state or on interaction that is important to the individual, especially to his or her well-being. (Compos, Frankel & Camras, 2004). Emotions are a state of being stirred or aroused in some way. In order to cope up with the challenges a vast range of emotions emerge, and they may experience fluctuating emotions throughout the day or even weeks together. Teachers must therefore learn to respond to new and unfamiliar situations with confidence and ease. The ability to cope up with increased stress is influenced by many factors like genetic factors such as temperament and certain environmental factors like family and community. Learning to manage emotions requires that person learn to distinguish how and when emotions are functional from ways in which they can turn your world upside down, mislead and have dysfunctional consequences.

1.1.2 MATURITY

In Psychology, **maturity** is the ability to respond to the environment being aware of the correct time and location to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. The expression, "maturity," refers to a significant phase in the growth of a living organism. Maturity is achieved when individual growth is completed and the organism is ripe for propagation. The concept of maturity is used also in psychology and psychiatry. In this field it designates that phase of personality development which corresponds to biological and psychological maturation. We call a person psychologically mature after he has reached a certain level of intelligence and emotional outlook. If the development of a person is undisturbed, biological and psychological maturation progress more or less parallel with each other. Maturity is achieved when

individual growth is completed and the organism is ripe for propagation. We call a person psychologically mature after he had reached a certain level of intelligence and emotional outlook. A mature individual is capable of handling stressful life circumstances effectively.

1.1.3 EMOTIONAL MATURITY

According to Dictionary of Psychology, 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. A person who has the capability to overcome the stress by neglecting certain emotion stimulators that reflect the behaviour and attitude of the person can be said to be emotionally mature. Human beings have highly developed nervous system that enables them to communicate and record their observations, experiences and ideas. These emotions and ideas are exhibited by them in society. The person is considered to be emotionally mature who exhibits behaviour acceptable to the society and in congruence with the society. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Career decisions are often based on emotions of happiness and affection or even fear, rather than what is rationally best for one's career.

We can say that emotional maturity portrays the ability to direct and channel our emotions, also assess others emotional state and influence their actions. Emotional maturity is the ability to bear tension, showing indifference toward certain kinds of stimuli that affect the child or adolescent. Emotional maturity is a subjective characteristic of an individual which varies across different age groups and gender. A mature individual is capable of handling stressful life circumstances effectively. Emotional maturity is something on which individuals can constantly work over and improve. It enables individuals to create the life they desire. When an individual is faced with difficulties it is his/her level of emotional maturity that determines his/her ability to cope. A mature individual is one who has developed intellectually, emotionally and spiritually. Loneliness is also a subjective feeling. Being alone is different from loneliness. One may perceive himself/herself as lonely even when surrounded by friends and loved ones. Loneliness is something everyone feels at some point of life. For instance, when moving away from home and homeland etc. Human beings have a fundamental need for belongingness. If this need is not satisfied they may experience problems like anxiety, frustration, emotional disturbances, depressions and various other psychosomatic difficulties. Surprisingly, one study in United Kingdom, which surveyed millions of people, showed that one in ten people didn't feel that they had a single friend. (Topping, 2016) Transition from school to college is a complex process for most of the students. Adjusting to college life brings changes in values and attitudes of most of the students. It is also a period during which students are in high for their belongingness need. The new circumstances can either satisfy their need or things may become more worse. This may depend on the level of emotional maturity of students. drastic changes both biologically and mentally. During this period one get for an emotionally mature student going to college, brings a chance to encounter new friends, opportunities, new culture and new experiences

which in turn results in his or her overall growth and development. Students are mostly mature intellectually but not emotionally. Emotional maturity enables students to understand and manage one's own and others emotions effectively.

Emotional Maturity is not only the effective determinant of personality pattern, but also helps to control the growth of individual development. The concept emotional behaviour matures at any level which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. An emotionally mature person has full control over the expression of his feelings. However, he/she behaves according to the accepted social values and ideals. He /She remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence, one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon. But an emotionally mature person is free from this defect. As one grows mature his emotional stability and depth of social adjustment, vocational and professional attitude, life's ambitions etc. Go on developing. A mature person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He /She will not act in an irresponsible manner under the emotional strain and waste her time and energy over imaginary problems. But it is undoubtedly related with her success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability. A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature persons have more satisfaction in life, he/she will be satisfied with what he/she is having, of course, trying to achieve more. He/She will have balanced attitude and have more positive than negative attitude towards life. According to Good (1981), Emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and do not fit to deal successfully with reality and to adult love relationship without under emotional strain.

“An Emotional mature person is one who is able to keep a lid on feelings.”(Mathur)

Jersild (1963) says, ‘Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid’.

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour.

Emotional Maturity refers to ability to understand and manage emotions. Emotional maturity enables the individuals to give right directions to his thoughts and feelings. In brief emotional

maturity can be called as the process of impulse control. It does not refer to the physical maturity. An emotionally stable person exhibits behaviour acceptable to the society and in congruence with the society. It may refer to a process by which the personality is continuously arriving for getting sense of emotional health. Emotionally mature persons have experienced the spectrum of emotions, understand the consequences of each and knows the benefit of being in control of them. Most importantly, an emotionally mature person knows what kind of things should fit in different emotions in them and they know how to identify each emotion clearly.

Emotional Maturity describes how well you are able to respond to the situations and control your emotions and behave in adult manner while dealing with others.

1.1.4 CHARACTERISTICS OF EMOTIONAL MATURITY

1. The Ability to give and Receive Love:

Emotional maturity fosters a sense of security which permits vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from those who love him. An immature person is unduly concerned with signs of "weakness" and has difficulty showing and accepting love. The egocentricity of immaturity will allow the acceptance of love, but fails to recognize the needs of others to receive love. They'll take it, but they won't give it.

2. The Ability to Face Reality and Deal with it:

The immature avoid facing reality. Overdue bills, interpersonal problems, indeed any difficulties which demand character and integrity are avoided and even denied by the immature. Mature people eagerly face reality knowing the quickest way to solve a problem is to deal with it promptly. A person's level of maturity can be directly related to the degree to which they face their problems, or avoid their problems. Mature people confront their problems, immature people avoid their problems.

3. Just as Interested in Giving as Receiving:

A mature person's sense of personal security permits him to consider the needs of others and give from his personal resources, whether money, time, or effort, to enhance the quality of life of those he loves. They are also able to allow others to give to them. Balance and maturity go hand in hand. Immaturity is indicated by being willing to give, but unwilling to receive; or willing to receive, but unwilling to give.

4. The Capacity to Relate Positively to Life Experiences:

A mature person views life experiences as learning experiences and when they are positive he enjoys and revels in life. When they are negative he accepts personal responsibility and is confident he can learn from them to improve his life. When things do not go well he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas.

5. The Ability to Learn from Experience:

The ability to face reality and to relate positively to life experiences derive from the ability to learn from experience. Immature people do not learn from experience, whether the experience is positive or negative. They act as if there is no relationship between how they act and the consequences that occur to them. They view good or bad experiences as being caused by luck, or fate. They do not accept personal responsibility.

6. The Ability to Accept Frustration:

When things don't go as anticipated the immature person stamps his feet, holds his breath, and bemoans his fate. The mature person considers using another approach or going another direction and moves on with his life.

7. The Ability to Handle Hostility Constructively:

When frustrated, the immature person looks for someone to blame. The mature person looks for a solution. Immature people attack people; mature people attack problems. The mature person uses his anger as an energy source and, when frustrated, redoubles his efforts to find solutions to his problems.

1.1.5 LEVELS OF EMOTIONAL MATURITY

There are six levels of emotional maturity

1. Emotional Responsibility:

When a person reaches level one of emotional maturity, then he or she realizes that he or she can no longer view his or her emotional status as the responsibility as the external forces such as people, place ,things ,forces, fate and spirits. The person learns to drop expressions from his or her speech that show disownership of feelings and a helpless or victim attitude towards his or her feelings.

2. Emotional Honesty:

Emotional Honesty concerns the willingness of a person to know and owned his or her feelings. That is necessary to self –acceptance and self-understanding. The issue of resistance to self-discovery id dealt with at this level. People at this level of emotional honesty know how to choose to feel so that they can keep from being hurt. They also know how to choose to interact with their inner accuses by using, ignoring, distracting, or redirecting techniques.

3. Emotional openness:

This level concerns a person's willingness to share and skills in sharing his or her feelings in an appropriate manner and at appropriate times. Person at this level experience and learn the value of ventilating feelings to let feelings go, and also the dangers involved in hiding feelings from self and others.

4. Emotional Assertiveness:

A person at this level of work enters a new era of positive self-expression. The primary goal here is to be able to ask for and to receive nurturing that he or she needs and wants- first from self and then from others. A person at this level of Emotional Maturity makes time for his or her feelings- he or she prizes and respects those feelings. Such people understand the connection between suppressed feelings, negative stress and illness.

5. Emotional Understanding:

Person at this level of Emotional Maturity understands the actual cause and effect processes of emotional responsibility and emotional irresponsibility. Self-concepts are understood to be “the” problem interfering with the emotional responsibility. Such a person realizes that it is not possible to have a so called good self- concept without a complimentary bad self concept.

6. Emotional Detachment:

At this level, the person lives without the burden and snare of self-concepts, self-images, self-constructs, group- concepts and thing-concepts. Such a person is only aware of self as a process, as a sensing being, as an experiencing being, as a living vessel as unknowable and untrapable because self is alive and non –static or fixed.

1.1.6 CHARACTERISTICS OF AN EMOTIONALLY MATURE PERSON

1. Self- awareness:

Maturity grows from a seed of awareness; an awareness of the self and the actions you take. Being self-aware means you are able to look at yourself through the eyes of an observer. You can take a somewhat neutral stance to watch your thoughts, actions, and emotions before applying a rational filter to them. Essentially, self-awareness is about building up an understanding of your personality; its strengths and weakness, its potential and limitations, and every little nuance.

2. Self- control:

A Mature person is better placed to show restraint things that might be detrimental to their short and long term well being. They can triumph over the some of more destructive behaviour by recognizing them for what they are.

3. Self- acceptance:

Mature people are able to accept themselves for who they are; they practice kindness even in the face of their shortcomings maturity allows you to take your present situation and all

the past events that have led to it and make peace with them. It is only when you are able to accept where you are now that you can plan your path for the future.

4. Empathy:

It is not enough to be able to identify your own emotions. You also need to be able to identify and relate to the emotions of others. When you have empathy for other people, only good things can come and a greater emotional intelligence all around. Having Empathy for others is also a form of respect and it makes you more approachable, both important traits that can make up an Emotionally mature person.

5. Accountability:

Part of being an emotionally mature person means being able to admit when you are wrong and face the consequences for your own mistakes with understanding and dignity. Part of being accountable means being responsible.

1.2 SIGNIFICANCE OF THE STUDY

The study aims to find out a society on emotional maturity among B.Ed. and B.Ed. special education programme. They showed different kind of behaviours as compared to the actual classroom situations and the practicing period. They must develop emotional maturity so as to adjust with the growing needs and demands of his own peer group as well as society. If they possess the traits of emotional maturity, then they enhance the society to be emotionally matured. Due to the different types of structures in the educational system, the students possess more emotions such as fear, anger, love and guilt etc. Their mental health is not so good. A person having good mental health only can have high emotional maturity. So it is necessary for the student teacher to develop qualities of emotionally mature people to deal with the special students effectively. Being a role model, a teacher must develop the emotional maturity among the students. The study will help the teacher educators to develop emotional maturity so that they can adjust with the society. They teach B.Ed. students teachers to be emotionally mature. In an institution having the students of every type, they might be facing difficulties in handling the students with the normal behaviour and the students with the special abilities. The study will help them to deal with the students effectively. The specific needs for identifying these phenomena of Emotional Maturity as a natural and inevitable essential outcome of student growth and development rather than among pathological symptom. The Emotional maturity becomes important in the behaviour of individuals. As the students are the pillars of the future generations their value pattern of Emotional Maturity are vital. So the present study intends to measure the Emotional Maturity of college students. Emotional maturity at the higher secondary school stage of students life takes a vital role for developed their personality. Though we call the man a judge of justice, there is no reason to doubt his conduct that controlled by the emotions. If you do not know

the nature of human life, its behaviour cannot analyze in a comprehensive way. Moreover, in order to lead a healthy life in society, there is a need for proper development of the student's emotional maturity. The conscious mental process of social life has specially controlled by the person's emotional behaviour. So if the development of the emotion has not developed properly, then the development of life has not fulfilled. A person who cannot properly develop a positive response to emotional maturity he/she cannot considered as a perfect man. In such a situation, emotional maturity has needed to adapt to the norms of behaviour for develop a good human being. Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. It is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. This motivates the Investigator to conduct a study on Emotional Maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

1.3 STATEMENT OF PROBLEM

A STUDY ON EMOTIONAL MATURITY AMONG TEACHER TRAINEES ENROLLED AT B.Ed. AND B.Ed. SPECIAL EDUCATION PROGRAMME.

1.4 OPERATIONAL DEFINITIONS

EMOTIONAL MATURITY

Emotional maturity refers to the full control over the expression of one's feelings and thoughts and behaviour according to the accepted social values and ideals.

TEACHER TRAINEES

Students enrolled at teacher education programmes.

1.5 OBJECTIVES OF THE STUDY

1. To find the level of emotional maturity among teacher trainees enrolled at B.Ed. programme.
2. To find the level of emotional maturity among teacher trainees enrolled at B.Ed. special education programme.

3. To compare the level of emotional maturity between teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
4. To compare the level of emotional maturity between male and female teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
5. To compare the level of emotional maturity between rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

1.6 HYPOTHESES

1. There will be high level of emotional maturity among teacher trainees enrolled at B.Ed. Education programme.
2. There will be high level of emotional maturity among teacher trainees enrolled at B.Ed. special education programme.
3. There will be significant difference in the level of emotional maturity between teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
4. There will be significant difference in the level of emotional maturity between male and female teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
5. There will be significant difference in the level of emotional maturity between rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

1.7 DELIMITATIONS OF THE STUDY

1. The present study is restricted to 100 teacher trainees enrolled at B.Ed. And B.Ed. Special education programme in Jammu city.
2. The present study is limited to only one standardized tool name *Emotional Maturity Scale*.

CHAPTER – II

REVIEW OF LITERATURE

2.1 INTRODUCTION

The review of literature is an essential and crucial aspect of the planning of the study. The advantages of related studies are to provide insight into the statistical methods through which validity of the results is to be established. A careful review of the research journals, books, dissertations, thesis, and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. Its main goal is to link current study with in the body of literature and to provide context for the particular reader.

Review of literature is also important to highlight difference in opinions, contradictory findings or evidence and the different explanations given for their conclusions by different authors. The review of literature in this chapter presents a picture of the usage of emotional maturity among students to improve the process of education. Since the main aim of the research is to study the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Literature review acquaints you with methodologies that have been used by others to find answers to questions similar to one you are investigating. It tells us if others have used procedures and methods similar the ones that you are proposing, which procedures and methods worked well for them and what pitfalls they have faced with them. Literature review ensures us widely around the subject area in which the investigator is intending to conduct research study.

It is important to know what others researcher have found in regard to the same or similar questions, what theories have been put forward and what gap exists in the relevant body of knowledge.

2.2 STUDIED RELATED TO EMOTIONAL MATURITY

Hangal and Aminabhavi (2007) conducted self study on self-concept, emotional maturity, achievement motivation of the adolescent children achievement motivation of the adolescent children of employed mothers and homemakers. The main objective of the study was to find

the impact of mothers on self-concept, emotional maturity and achievement motivation of their children. To study the gender differences in self concept, emotional maturity and achievement motivation. The result of the study revealed that children of employed mothers have high emotional maturity than children of homemaker mothers.

Patil (2011) conducted a study exploring the effect of emotional maturity on primary teachers on their attitude. A sample of 140 primary teachers was selected by stratified sampling method from zila Parishad School Amalner taluka. Emotional Maturity scale of Yashveer Singh and Mahesh Bhargava and attitude test of Dr. Jayprakash and Dr. Shrivastava was used to collect information. The descriptive and inferential statistical analysis was used. It was concluded that emotional maturity of primary teachers affects their teaching attitude and this affects emotional maturity on teacher's attitude of primary teachers is positive.

Vishvanathan (2011) studied the emotional maturity and adjustment of college students. The purpose of the present study was to see the relationship between emotional maturity and adjustment of college student and to see the impact of gender & stream on emotional maturity and adjustment. For this purpose 100 student of B.A. & BSC (50 boys + 50 girls) were selected from different college of Lalitpur. They were in the age group between 18-22 years. To collect the required data for the present study EMS developed by Singh and Bhargava (1990) and adjustment inventory college students developed by A. K. P. Sinha & R.P. Singh (Hindi Adaptation) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD, test and correlation. The result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

Bhanwer (2012) has assessed emotional maturity pattern of adolescents as determined by gender differences. The objective of the study was to see the Gender differences on emotional maturity of adolescents. A sample of 600 adolescents (boys and girls) was selected by descriptive status survey method. Emotional Maturity scale by Roma Pal was used for data collection. The study revealed that boys are less emotionally mature than girls.

Rajkumar and Soundararajan (2012) conducted study on emotional maturity and achievement in economics of secondary students. The purpose of the study was to find out the emotional

maturity and achievement in economics of higher secondary students. The sample consisting of 1060 was selected by random sampling technique from higher secondary students studying in Tirunelveli district of Tamilnadu state. Study revealed that the higher secondary students are extremely unstable. There is significant gender difference in emotional maturity and achievement of economics.

Rosa, M. C. and Preethi, C. (2012) conducted study on academic stress and emotional maturity among higher secondary school students of working and non-working mothers. The main purpose of the study was to find out the academic stress of higher secondary school students of working and non-working mothers and to find out the emotional maturity of higher secondary school students of working and non-working mothers. 240 students were selected for this study. Emotional maturity scale is presented by Yashvir Singh and Mahesh, academic stress scale by Preethi. C and Rosa M.C. were used for data collection. The result shows that emotional maturity of children of non-working mothers is less than the children of working mothers.

Singh, Pant and Valentina (2013) conducted study on social and emotional maturity of senior school adolescents. The main objective of the study was to examine the social and emotional maturity of adolescents. A sample consisting of 277 senior school adolescents was selected. Self designed socio –demographic questionnaire was used for study. Social maturity of the respondents was assessed using Rao social maturity scale developed by Nalini Rao and emotional maturity was assessed through emotional maturity scale by Y Singh and M. Bhargava. The study revealed that there is no significant gender difference between social maturity and emotional maturity of students.

Kumar (2014) conducted the study aimed to investigate emotional maturity of adolescent students in relation to family relationship. For this purpose the sample of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal city. For this purpose, two questionnaires were used. 1st inventory standardized by Dr. G.P. Sherry and Dr. J.C. Sinha and 2nd was emotional maturity scale which is given by Dr. Yashvir Singh and Mahesh Bhargava. The testing of hypotheses was done by using ‘r’ test to find out the relationship and ‘t’ test was used to comparing the score of two groups (boys and girls). The result reveals that there is significant difference in emotional maturity of boys and girls adolescent. Their study reveals that there is a significant relation between emotional maturity and family relationship determines maturity of adolescent students

Lal Kumar (2014) conducted study on emotional maturity of higher secondary students. The main purpose of the study was to find out the difference in emotional maturity between male and female students of higher secondary level. A random sample of 300 higher secondary students were selected by stratified random sampling technique. The tool used was emotional maturity scale developed by Singh. Y and Bhargava for data collection . Results revealed that there is no significant gender difference in emotional maturity of higher secondary students.

Mishra and Vashist (2014) conducted study on the role of emotional maturity and emotional intelligence in learning and achievement in school context in Meerut city. 300 male students were selected by incidental cum purposive sampling method. Emotional maturity scheme by Singh Y and Bhargava was used for data collection. The results of findings indicated that Emotional Maturity has insignificant effect on learning but significant effect on academic achievement.

Nehra (2014) conducted a study on relationship between adjustment and emotional maturity of 9th class students in North Delhi. The main purpose of the study was to study level of emotional maturity among the students of 9th class. A sample of 100 students (50 boys and 50 girls) of class 9th from four government schools in North Delhi was drawn out. The emotional maturity scale developed by Singh and Bhargava and adjustment inventory by A.K.P Singh and R.P Singh was used. It was found that there was no significant difference between the emotional maturity of boys and girls studying in class 9th.

Naik and Saimon (2014) conducted study on effect of maternal employment on emotional maturity of adolescents. The purpose of the study was to see the effect of maternal employment on emotional maturity of adolescent students. The sample consisting of 120 adolescent (60 boys and 60 girls) was selected from survey method. Emotional Maturity scale by Yashvir Singh and Mahesh Bhargava was used for data collection. The study revealed that there is no significant difference between the effect of maternal employment on emotional maturity of adolescents.

Nikhath Yasmin Shafeeq Afeefa Thaqib (2015) conducted a comparative study of emotional maturity of secondary students to academic achievement. The aim of study was to investigate emotional maturity of secondary school students in relation to academic achievement. A sample of 400 students (200 boys and 200 girls) of class IX were taken from 8 schools (4 government and 4 private) of Aligarh. For this purpose Emotional Maturity scale by Dr.

Yashvir Singh and Mahesh Bhargava. and Academic achievement of class VIII were used. The data was analysed by using Pearson product moment correlation and t test was used to compare the scores of two groups of secondary school students. The study revealed that there exist a highly positive correlation between emotional maturity and academic achievement of secondary students.

Perumal and Rajagura (2015) studied the emotional maturity of B.Ed. student teachers. A sample of 150 B.Ed. student teachers were selected from Virudhunagar and Coimbatore districts by simple random sampling. He founded that there is no significant difference between the male and female B.Ed. student teachers in their emotional level.

Krishna Duhan , Anusha Punia & Parminder Jeet (2015) Studied Emotional maturity of adolescents in relation to their gender. Descriptive statistics like percentage, frequency, means, standard deviation, coefficient of correlation and 't' test was used to draw meaningful inferences. Results of the present study highlighted that majority of the adolescents were in the age group of 16-17 years, studying in 11th standard. Gender wise results illustrate that 50.0 per cent of males were moderately emotionally mature against 20.0 per cent females. Emotional regression and personality disintegration was higher in males than female adolescents. Non- significant and negative correlation existed between age and sex with emotional maturity aspects which shows that with increase in age, emotional instability, regression, social maladjustment, personality disintegration and lack of independence will go on decreasing. Further emotional maturity of adolescents was found positively correlated with their father's occupation and their educational level which shows that with increase in adolescent's educational level and father's occupational level, adolescent's emotional maturity go on increasing.

Manju Jain, Pooja Pasrija & Divya (2015) study Emotional Maturity and Self Concept among Senior Secondary School Students in relation to type of school. The investigators have adopted normative survey method for the present study. A sample of 100 students from senior secondary schools was selected by random sampling technique. Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava and Self Concept Scale by Dr. R.K.Saraswat was employed in the current study. For the analysis of data, the descriptive statistics like mean, standard deviation and 't'-test was employed. The findings revealed that significant difference was found in the Emotional Maturity and Self-Concept among students in relation to type of school.

Brahmbhat (2016) conducted the study of Emotional Maturity among higher secondary school students. For the study the sample of 120 students (30 urban male students and 30 urban female students, 30 rural male students and 30 rural female students) was selected by random sampling method from Ahmedabad city. The tool used was Emotional Maturity scale by Dr. Yashvir Singh and Mahesh Bhargava. To analyze the data analysis of variance (ANOVA) was used. The study shows that there exists a significant difference between male and female students of higher secondary schools. Also there exists a significant difference between urban and rural students of higher secondary schools on Emotional Maturity.

Dutta and Rajkonwar (2016) investigated the emotional maturity and intelligence of secondary school students of Assam. The study was conducted on one thousand class-X students by giving due representation to boys (500) and girls (500) as well as rural and urban localities of both the districts. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using emotional maturity scale constructed and standardized by M. Bhargava and Y. Singh (1990) and group test of mental ability constructed and standardized by Dr. S. Jalota. Mean and standard deviations are employed for the study. The findings of the study reported that there is negative relationship between emotional maturity and intelligence among the secondary school students of whole sample of both the districts.

Ratna Sandip (2016) conducted a case study on emotional maturity level of B.ed student teacher of Kohinoor district. The objective of the study was to examine the level of emotional maturity amongst student teachers admitted for B.Ed. course. Random sample of 60 student teachers were selected from both colleges running B.Ed. course of Kohinoor district. The results indicated high variation of emotional maturity among females comparing to males.

Sarita, Kavita and Sonam (2016) conducted a study on emotional maturity of under graduate and post graduate art stream students. A sample of 100 students studying in four colleges belonging to under graduate arts stream and post graduate arts stream selected randomly from Rewari city of Haryana. The tool employed for the study is Emotional Maturity Scale (EMS) developed by Singh & Bhargava (1998). t-test was applied to find out significance of difference between the means. The results indicated that there is no significant difference in the emotional maturity between under graduate and post graduate students.

Shital G. Brahmabhat(2016) conducted the study of Emotional Maturity among higher secondary school students. For the study the sample of 120 students (30 urban male students and 30 urban female students, 30 rural male students and 30 rural female students) was selected by random sampling method from Ahmedabad city. The tool used was Emotional Maturity scale by Dr. Yashvir Singh and Mahesh Bhargava .To analyze the data analysis of variance (ANOVA) was used.The study show that there exist a significant difference between male and female students of higher secondary schools. Also there exists a significant difference between urban and rural students of higher secondary schools on Emotional Maturity.

Sunilima and Arun (2016) conducted a study on emotional maturity in under graduate students of working and non-working mothers. The sample size was of 200 under graduate students of working and 200 under graduate students of non-working mothers studying in Lucknow District. Emotional Maturity scale of Y. Singh and M. Bhargava was used. Results revealed that the levels of emotional maturity of under graduate students of working mothers are higher than the students of non-working mothers.

Moshahit Mohd. (2017) conducted a study of emotional maturity and academic achievement of B.Ed. students: A correlation study. The objective of the study was to find out the relationship between emotional maturity and academic achievement of B.Ed. students. For the study a random sample of 120 B.Ed. students, 40 male and 80 female was selected. Mean, SD, t-test and correlation are employed to analyze the data. Results show that there is positive significant correlation between emotional maturity and academic achievement of B.Ed. students.

Narsimha and Reddy (2017) studied the impact of emotional maturity, intelligence and self-efficacy on the academic achievement of teacher trainees. The sample of the study consisted of 400 teacher trainees selected from different B.Ed. colleges of Kadapa district of Andhra Pradesh .The tools used in the study was emotional maturity scale developed and standardized by Dr. Roma Pal, Raven's progressive matrices and General self-efficacy scale (GSE).The data was analyzed by using mean ,standard deviation, and t-test. The result shows that there is significant difference between male and female teacher trainees with regard to emotional maturity, intelligence and self-efficacy.

Noor Ishwa and Fatima Isha (2017) conducted a comparative study of emotional maturity of teacher trainees in Bareilly district, Uttar Pradesh. A sample of 120 college students including male and female students of Arts and Science group of B.Ed. self-finance colleges (60 males and 60 females). The descriptive survey method of research was employed and data was collected. Drawn results reported that there are significant difference inbetween male and female teacher trainees.

Sarla Devi and Dr. V. Raji Sugumar (2017) conducted a study on Emotional maturity among secondary school boys of Sitapur district in Uttar Pradesh. For the study 700 boys from English medium (350) and Hindi medium (350) selected from the secondary schools of Sitapur district of U.P. Sample was collected by using appropriate stratified random sampling. The Emotional maturity scale by Km Roma Pal (1997) was used for the study. The results revealed that there is significant difference in emotional maturity of boys belonging to English medium.

A. Buvanambal & Ranjithamani(2018) out the impact of personal variables like Medium of Instruction, Gender, Location of the School, Type of the School, Educational qualification of father, Educational qualification of mother, Occupation of Father, Occupation of Mother on Emotional Maturity among secondary school students. For this a sample of 300 was collected from the school students. T- Test and F test was carried out for finding the significant differences present in the demographic variables. The conclusion is that there is no significant difference between emotional maturity with respect to Gender, medium of instruction, location of the school, type of the school and educational qualification of father. There exists a significant difference between emotional maturity with respect to Educational qualification of mother, occupation of father and occupation of mother. This study shows that students do not find healthy environment in schools for developing their emotional maturity

Arun Deep Kour (2018) conducted a study of emotional maturity among boys and girls enrolled at under graduate level in Arts and Science Streams of Jammu city. For the study 100 students of Arts and Science streams (50 males and 50 females) of degree colleges of Jammu city was taken as sample. For the purpose a standardized tool developed and standardized by Dr. Rama Pal (1984) has been used. The data was analysed by using t test and variance. The study revealed that there is a significant difference in Emotional Maturity among boys and girls at Undergraduate level and there is a significant difference in Emotional Maturity among arts and science stream students in Government under Graduate colleges of Jammu city.

Bagh (2018) conducted a study on emotional maturity among adolescents in relation to parental involvement. A sample of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken for the study. Emotional Maturity Scale (EMS) by Yashvir Singh and Mahesh Bhargava (1993) and Parental involvement scale by Dr. Vijay Laxmi Chouhan and Mrs. Gunjan Ganotra Arora were employed for the study. The study revealed that there is negative relationship between emotional maturity among adolescents and parental involvement and there is no significant difference in the emotional maturity among adolescent with respect to gender.

Chavda (2018) conducted a study on emotional maturity to find out the emotional maturity and mental health among working and non-working women. The sample consisted of 100 women persons (50 working and 50 non-working) selected randomly from the Rajkot district of Gujarat. The questionnaire developed by Singh and Mahesh Bhargava (1991) was used to measure the emotional maturity among the women and other tool used to measure the mental health was developed by D.J Bhatt and G.R Gida (1992). The results revealed that there is significant difference in emotional maturity and mental health at 0.01 level.

Joy and Mathew (2018) studied to find out the relationship between emotional maturity and general well-being of adolescents. Self-report questionnaires, PGI General Well Being Measure and Emotional Maturity Scale were administered to 300 higher secondary students aged between 15-18 years. Results shown that there is a significant relationship between emotional maturity and general well-being of adolescents.

Nibedita priyadarshani (2018) investigated the level of emotional maturity of adolescents and compare adolescents in terms of sex and locality on emotional maturity. The researcher employed descriptive survey method which was included quantitative method of data collection approach. Total sample of 100 subjects were contacted personally from the rural and urban schools of Haridwar district. The sample was equally classified into rural and urban and further into boys and girls using stratified random sampling technique. Emotional Maturity scale prepared by Dr. Yashvir.Singh &Dr Mahesh .Bhargava (2012) was used for data collection. Mean, SD, ANOVA and correlation were applied for the purpose. The major findings of the study were (1) boys and girls differ significantly in emotional progression, a dimension of emotional maturity; (2) there exists significant difference between rural and urban adolescents in independence, a dimension of emotional maturity.

Viswas (2018) conducted the study on emotional maturity level among the students of higher secondary schools. Emotional Maturity Scale (EMS) developed and administered by investigator self was used to measure the emotional maturity of students. The study comprised to a small sample of 100 students of four higher secondary schools from based on rural and urban areas in Bongaon town, district of West Bengal. After analysis it was found that all higher secondary students are emotionally matured. The results revealed that there is no significant difference in the emotional maturity of H.S school level students based on their gender and location.

Ramesh and Waghmare (2018) attempted to study gender difference on emotional maturity. The sample consisted of 80 college students in 40 were urban and 40 were rural (20 male and 20 female) college students. The scale used for data collection was Emotional Maturity scale by Singh and Bhargava (1990). Results show that urban students high emotional unstablity, high Emotional regression, high social maladjustment, high Personality disintegration, high lack of independence and high emotional maturity than rural students.

Umamangeshwari and Murty (2018) studied to find out the Emotional Maturity and Social Intelligence of B.Ed., Students. The present study adopts normative survey method. The total sample of the study consists of 300 B.Ed., Students in and around Coimbatore district. Simple random sampling technique was adopted to collect data from the samples. Emotional Maturity and Social Intelligence tool (constructed) was administered to the Students. Data was collected from the selected area. Data was analyzed through SPSS. Descriptive and inferential analyses were carried out in relation to demographic variables. The findings of the 't' test revealed that gender, locality wise significant difference was found, 'F' test results shows that no significant difference among type of institution B. Ed Students in their Emotional Maturity and Social Intelligence.

Soufia Mirza (2019) conducted a study of emotional maturity and Moral Judgement among pupil teachers in relation to their academic achievement. For the purpose 175 students from 4 B.Ed. colleges of Jammu city were taken as sample. The Emotional Maturity scale by Dr. Yashvir Singh and Mahesh Bhargava was used to collect the data. The data was analyzed by S.D and t test. The study revealed that there is significant difference in Emotional Maturity among high achievers and low achievers and significant difference in Moral Judgement among high achievers and low achievers.

Thiek, Borah, Arifa (2019) examined the Emotional Maturity of Post Graduate students. The purpose of this study was to find the level of emotional maturity of 20–24 years students and to find out if there is significant difference between male and female in emotional maturity. A total number of 100 Post Graduate students of age 20-24 years old were selected randomly as sample for the present study from the hostels of Assam Agricultural University, Jorhat. Out of which 50 were males and 50 were females. The “Emotional Maturity Scale” standardized by Singh and Bhargava was utilized to assess the emotional maturity level of 20 – 24 years students. Frequency and percentage was calculated to find out the level of emotional maturity and mean, S.D., independent sample t-test have been used for data analysis. The findings of the present study revealed that majority of the respondents were emotionally immature and there is no significant difference between males and females in emotional maturity.

2.3 CONCLUSION

The review of literature allowed the researcher to acquaint herself with current knowledge in the field in which researcher is going to conduct her research.

CHAPTER-III

METHODOLOGY AND PROCEDURES

3.1. INTRODUCTION

Research methods play a vital role in a research process. Research methodology is a way to systematically solve the research problem and to find a result of a given problem on a specific matter. Research methodology has many dimensions and research methods do constitute a part of the research methodology. Research methodology is not only about the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique. In methodology researcher uses different criteria for solving the given research problem. Research is considered to be the more formal systematic and intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigating resulting in sort of formal record of procedure and a report of results in conclusion.

The term methodology is sometimes applied to the methods and technique used by social researchers, the methodological aspects of a study more accurately refer to the philosophy of science embedded within these methods and within the researchers approach to data collection and analysis (Pole Lampord,2002).

“Research is a honest, exhaustive, intelligent search for facts and their meaning with reference to a given problem. It is the process of arriving at dependable solution to a problem through planned and systematic collection, analysis and interpretation of data. The best search is that which is reliable, verifiable and exhaustive, so that it provides information in which we have confidence” (Cook, 1986).

Research methodology is a systematic way to solve a problem. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon are called research methodology. It is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered is same the methodology may be different. It is important for the researcher to know not only the research methods necessary for the research under but also the methodology.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blue print of the procedure for the completion of various research steps and thus to reach at valid conclusions. A well-conceived, adequately planned and executed design helps greatly in permitting to rely both on observations and

inferences. Experts in research methodology like Seltiz, Johada, and Deutsch and cook (1916) State:

“A research design is the arrangement of collections and analysis of data in a manner that aims to combine relevances to the research purpose with economy in procedure.”

A qualitative survey design with a focus Mean, S.D, and t-test were used to achieve the research objectives. In other words, the present study was a quantitative descriptive survey which was conducted on teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

3.2.1 METHOD

By method one means a systematic approach towards a particular phenomenon. Methodology used in an investigation determines its destiny. It is the nature of the techniques and procedures adopted which determines the reliability, precession and validity of the data. Therefore, it is essential that in order to investigate the problem in a scientific way, the right methodology should be used. In view of the objectives of the present study, random sampling method was used.

In random sampling method a detailed description of the existing phenomenon is collected with the intent of employing data to justifying current condition and practices and to make intelligent plans for improving them

Population

The population for the present study includes teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Sample

Sampling is an essential activity in the field of research. A sample is a small proportion of a population selection for observation and analysis. It is a collection consisting of a part or subset of the object or individual of the population for the purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population. For this present study, a sample of 100 teacher trainees of B.Ed. and B.Ed. special education programme were selected.

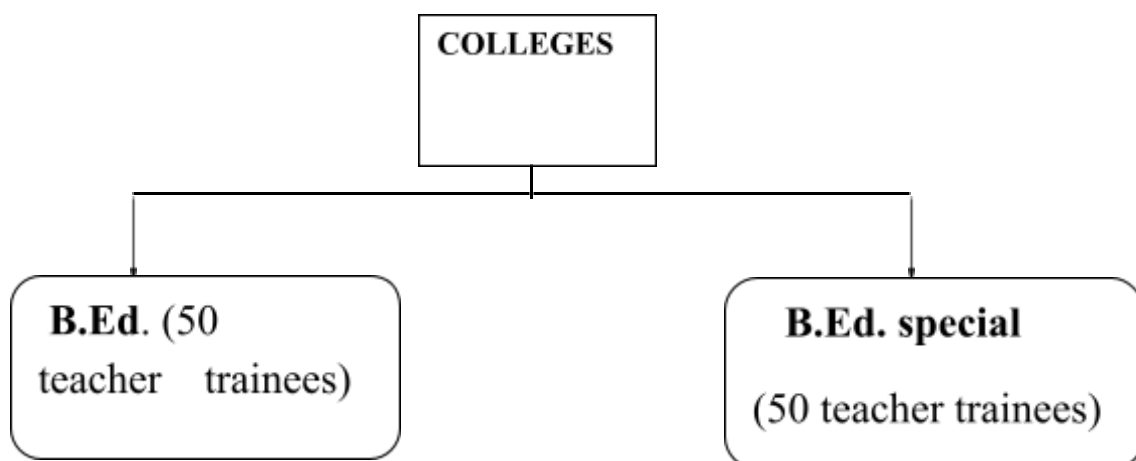
The description of the sample is given in the table

Table no. 3.1**List of colleges from where sample was collected.**

	NAMES OF COLLEGE	MALE	FEMALE	NO.OF TEACHER TRAINEES
1.	MIER College of Education, Jammu	4	46	50
2.	Chenab College of Education, Kaluchak	5	15	20
3.	Sant Mela Singh College of Education, Digaina	4	11	15
4.	B.N College of Education, Jammu	6	9	15
			GrandTotal	100

Design of the Sample

Distribution of the sample :



3.2.4 VARIABLES FOR THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variable were taken for the study.

INDEPENDENT VARIABLES: The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. In this study, the following independent variables are:

- Gender-Male/Female
- Qualification
- Teaching experience
- Age
- Residential area-Rural/urban
- Type of programme

DEPENDENT VARIABLE: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. In this study, the following dependent variables are:

- Emotional maturity

3.3 TOOL EMPLOYED AND ITS DESCRIPTION

The instruments employed to collect data and explore new fields of knowledge are called tools. The selection of tool depends upon the nature of the problem. The selection of appropriate tool leads the researcher towards the generalization about the problem. The selection of suitable tools is of vital importance for successful research. The success of any research endeavour is largely dependent upon the tools which are used for the data collection. The investigator used the following tools of research for the conduct of present investigation:

- Emotional Maturity scale

3.3.1 Emotional Maturity scale is developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava is used to collect the sample.

Authors of the present scale prepared a list of five broad factors of emotional maturity which is given below:

- (a) Emotional Stability
- (b) Emotional Progression
- (c) Social Adjustment
- (d) Personality Integration
- (e) Independence

3.3.2 Description and Scoring

Emotional Maturity Scale has a total of 48 items under five categories given below:

Table -3.2

Sr. No.	AREAS	Total No. of items
(a)	Emotional Stability	10
(b)	Emotional Progression	10
(c)	Social Adjustment	10
(d)	Personality Integration	10
(e)	Independence	8
	TOTAL	48

EMS is a self-reporting five point scale. Items of the scale are in question form demanding information for each in either of the five options mentioned as:

The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3 ; and for probably 2 and for negative answer of never a score of 1 is to be awarded.

Reliability

The reliability of the scale was determined by (i) Test –retest method, and (ii) Internal consistency

- (i) **Test-Retest Reliability-** The scale was measured for its test-retest reliability by administering upon a group of collegiate student (N=150) including male and female students aged 20-24 years. The time interval between the two testing was that of six months. The product moment between the two testing was .75.

- (ii) **Internal Consistency-** The internal consistency of the scale was checked by calculating the coefficient of correlation between total scores and scores on each of the five areas

Table-3.3: Internal Consistency of EMS (=98)

Sr. No.	Areas	r Value
a.	Emotional Stability	.75
b.	Emotional Progression	.63
c.	Social Adjustment	.58
d.	Personality Integration	.86
e.	Independence	.42

Interpretation

The scale was administered upon 198 collegiate students belonging to urban as well as rural background. The three quartiles were calculated for the scores of all the 198 respondents.

Table -3.4: Quartile Deviations of Scores for N=198

Quartile Deviations	
Q1	= 80
Q2	= 88.5
Q3	= 106.7

Table -3.5: Classification of Raw Score Emotional Maturity scale

Raw –score	Interpretation
50-80	Extremely Emotionally Mature
81 - 88	Moderately Emotionally Mature
89-106	Emotionally Immature
107-240	Extremely Emotionally Immature

3.4.8

In order to arrive at certain conclusions, it was necessary to analyse the success of subjects obtained from the test. After tabulation of the scores following statistical techniques were applied to analyse the scores.

In this study, the investigators employed the following statistical techniques.

- Mean
- Percentage
- Standard Deviation
- t-test

3.5 Administration of the tools

For the collection of data, Emotional Maturity scale was administered through personal contact. General instructions of the questionnaires were given to the teacher trainees and purposes of the questionnaires were explained to them. Having established the rapport, the teacher trainees were given the questionnaires with cover notes requesting them to answer the questionnaires as required and filled up questionnaires were collected on the spot by the researcher.

The present study shall be undertaken in the following six phases:

Phase 1

The first phase is concerned with the drafting, finalization of the tools to be utilized for the present study at this stage, sample details will be finalized for the data collection.

Phase 2

In the second phase, the investigator will select 100 teacher trainees and tools will be finalized for the collection of the data for the present study. The investigator will review the related literature for this study.

Phase 3

The data regarding the teacher trainees with regard to their relation to their type of programme, gender, qualification, and teaching experience will be collected with the help of standardized tool.

Phase 4

In this phase, scoring and tabulation of data will be done.

Phase 5

In this phase, data processing and analysis using appropriate statistical technique will be employed and finalization of research report will be carried out.

Phase 6

In this phase, finalization of research report and completion of report for final submission will be carried out.

CHAPTER -IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. “Analysis of the data can be done in the light of the objectives of the study” (Kerleinger 2014). The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research. In this study, data have been collected from four colleges of Jammu. Data has been collected by administering the *Emotional Maturity Scale* developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The analysis of results and their interpretations have been given in the following sections of chapter-4.

4.2 Results and Findings

The resulting data has been analyzed using statistical techniques namely Mean and ‘t’ test.

Objective 1: To find the level of emotional maturity among teacher trainees enrolled at B.Ed. Programme.

Table 4.1

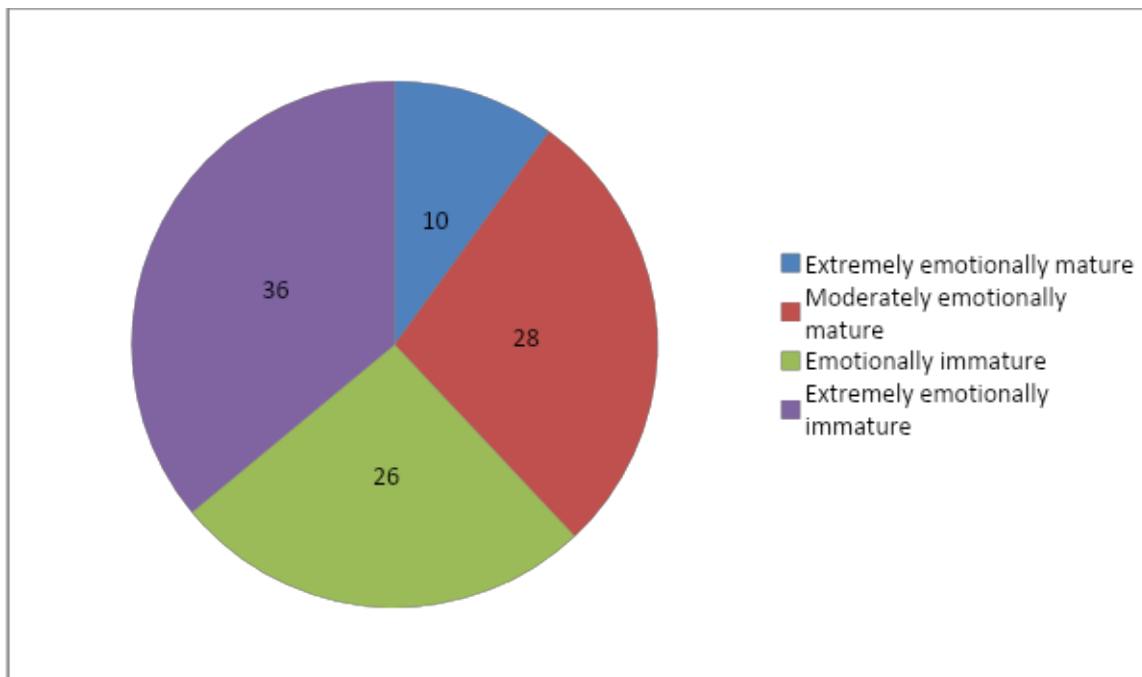
Values of percentages for different dimensions of emotional maturity among teacher trainees of B.Ed. programme.

Level of Maturity (scores)	No. of Teacher Trainees in B.Ed. programme	Percentage (%)
Extremely Emotionally Mature (50-80)	5	10
Moderately Emotionally Mature (81-88)	14	28
Emotionally Immature (89-106)	13	26
Extremely Emotionally Immature (107-240)	18	36
Total	50	100

Table 4.1 indicates that, Out of 50 teacher trainees enrolled at B.Ed programme, 10% are

extremely emotionally mature, 28% are moderately emotionally mature, 26% are emotionally immature and 36% are extremely emotionally immature.

Pie chart depicting the classification of teacher trainees of B.Ed. programme on the basis of their emotional maturity



Objective -2: To find the level of emotional maturity among teacher trainees enrolled at B.Ed. special education programme.

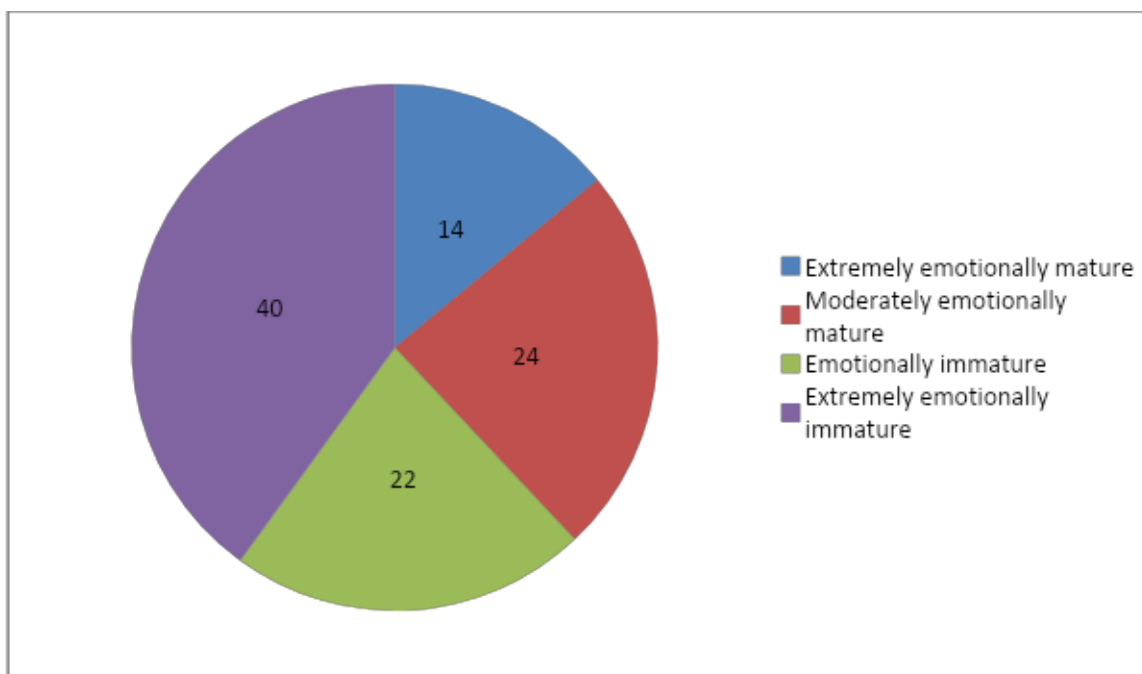
Table 4.2

Values of percentages for different dimensions of emotional maturity among teacher trainees of B.Ed. special education programme.

Level of Maturity (scores)	No. of Teacher Trainees in B.Ed. Special programme	Percentage (%)
Extremely Emotionally Mature (50-80)	7	14
Moderately Emotionally Mature (81-88)	12	24
Emotionally Immature (89-106)	11	22
Extremely Emotionally Immature (107-240)	20	40
Total	50	100

Table 4.2 indicates that, Out of 50 teacher trainees enrolled at B.Ed special education programme, 14% are extremely emotionally mature, 24% are moderately emotionally mature, 22% are emotionally immature and 40% are extremely emotionally immature.

Pie chart depicting classification of teacher trainees of B.Ed. special education programme on the basis of their emotional maturity



Objective-3 To compare the level of emotional maturity between teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Table 4.3

Value of Mean, Standard Deviation and t-test for emotional maturity of male and female teacher trainees

Scale	Gender	N	Mean	S.D	SEM	df	Level of significance
Emotional stability	Male	17	20.65	5.72	1.38	98	Not significant
	Female	83	23.64	6.69	0.73		
Emotional Progression	Male	17	20.12	7.90	1.91	98	Not significant
	Female	83	21.98	6.79	0.74		
Social Adjustment	Male	17	19.41	5.26	1.27	98	Not significant
	Female	83	21.75	4.98	0.54		
Personal Integration	Male	17	16.71	3.68	0.89	98	Not significant
	Female	83	19.00	6.19	0.68		
Independence	Male	17	17.88	3.91	0.95	98	Not significant
	Female	83	16.92	4.10	0.45		
Total	Male	17	95.06	20.55	4.98	98	Not significant
	Female	83	103.07	22.36	2.45		

Table 4.5 demonstrates the emotional maturity among teacher trainees of B.Ed. programme. The t-value of (ES) Emotional Stability ($t=1.71$), Emotional Progression ($t=0.99$), Social Adjustment ($t=1.74$), Personality Integration ($t=1.50$) and Independence ($t=0.89$) has been found to be not significant at 0.05 level of significance. The table 4.3 also reveals that there is no significant difference in the overall emotional maturity level ($t=1.36$) of male and female teacher trainees. Hence, the hypothesis stating that there is no significant difference in the emotional maturity level of male and female teacher trainees enrolled at B.Ed. and B.Ed. special education programme has been accepted.

Objective-4 To compare the level of emotional maturity between male and female teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Table 4.4

Value of Mean, Standard Deviation and t-test for emotional maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Scale	Gender	N	Mean	SD	SEM	df	t	Level of significance
Emotional stability	Male	17	20.65	5.72	1.38	98	1.90	Not significant

	Female	83	23.64	6.69	0.73			
Emotional Progression	Male	17	20.12	7.90	1.91	98	0.90	Not significant
	Female	83	21.98	6.79	0.74			
Social Adjustment	Male	17	19.41	5.26	1.27	98	1.68	Not significant
	Female	83	21.75	4.98	0.54			
Personal Integration	Male	17	16.71	3.68	0.89	98	2.09	Not significant
	Female	83	19.00	6.19	0.68			
Independence	Male	17	17.88	3.91	0.95	98	0.91	Not significant
	Female	83	16.92	4.10	0.45			
Total	Male	17	95.06	20.55	4.99	98	1.44	Not significant
	Female	83	103.07	22.36	2.45			

Table 4.4 demonstrates the emotional maturity among teacher trainees. The t-value of Emotional Stability ($t=.40$), Emotional Progression ($t=.08$), Social Adjustment ($t=.56$), Personality Integration ($t=.03$) and Independence ($t=.19$) are not significant at 0.05 level of significance.

Further, sum of the mean values it can be seen that teacher trainees have not been found to differ significantly in their emotional maturity with respect to dimensions of *emotional maturity scale namely* Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Further, from the mean values in the table 4.7, it can be concluded that rural teacher trainees are not different in level of emotional maturity from urban teacher trainees. Therefore, the hypothesis stating no significant level of emotional maturity of teacher trainees of B.Ed. and B.Ed. special education programme has been accepted.

Objective-5: To compare the level of emotional maturity between rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Table 4.5

Value of Mean, Standard Deviation and t-test for emotional maturity of rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Scale	Gender	N	Mean	SD	SEM	df	t	Level of significance
Emotional stability	Urban	56	24.02	6.56	0.87	98	1.49	Not significant
	Rural	44	22.02	6.58	0.99			
Emotional Progression	Urban	56	22.39	6.76	0.90	98	1.18	Not significant
	Rural	44	20.73	7.23	1.09			
Social Progression	Urban	56	21.68	5.59	0.74	98	0.72	Not significant
	Rural	44	20.93	4.38	0.66			
Personal Integration	Urban	56	18.77	6.27	0.83	98	0.20	Not significant
	Rural	44	18.52	5.44	0.82			
Independence	Urban	56	17.55	3.77	0.50	98	1.29	Not significant
	Rural	44	16.48	4.38	0.66			
Total	Urban	56	103.86	22.06	2.94	98	1.09	Not significant
	Rural	44	98.98	22.26	3.35			

Table 4.5 demonstrates the emotional maturity among teacher trainees in B.Ed. and B.Ed. special education programme. The t-value for area Emotional Stability ($t=1.49$), Emotional Progression ($t=1.17$), Social Adjustment ($t=.74$), Personality Integration ($t=.20$) and Independence ($t=1.29$) are not significant at 0.05 level of significance.

Further, sum of the mean values it can be seen that there is no significant difference of rural and urban teacher trainees in their emotional maturity with respect to dimensions of *emotional maturity scale namely* Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Therefore, the hypothesis stating there is no significant difference in level of emotional maturity among rural and urban teacher trainees has been accepted.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the result in previous chapter, the finding has been delimited and discussed in present chapter. These finding scan be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestion has been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

5.2.1 RESEARCH OBJECTIVE 1

To find the level of emotional maturity among teacher trainees enrolled at B.Ed. programme.

In order to study the emotional maturity of teacher trainees, percentage of different dimensions of emotional maturity have been calculated and teacher trainees are classified accordingly. It is found that, out of 50 teacher trainees enrolled at B.Ed. programme, 10% are extremely emotionally mature, 28% are moderately emotionally mature, 26% are emotionally immature and 36% are extremely emotionally immature.

5.2.2 RESEARCH OBJECTIVE 2

To find the level of emotional maturity among teacher trainees enrolled at B.Ed. special education programme.

In order to study the emotional maturity of teacher trainees, percentage of different dimensions of emotional maturity have been calculated and teacher trainees are classified accordingly. It is found that, Out of 50 teacher trainees enrolled at B.Ed. special education programme, 14% are extremely emotionally mature, 24% are moderately emotionally mature, 22% are emotionally immature and 40% are extremely emotionally immature.

5.2.3 RESEARCH OBJECTIVE 3

To compare the level of emotional maturity between teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

In order to study the levels of emotional maturity of teacher trainees, *t*-Test has been calculated. The *t*-value of (ES) Emotional Stability ($t=1.716$), Emotional Progression ($t=0.999$), Social Adjustment ($t=1.743$), Personality Integration ($t=1.509$) and Independence ($t=0.892$) has been found to be not significant at 0.05 level of significance. The analysis also reveals that there is no significant difference in the overall emotional maturity level ($t=1.363$) of male and female teacher trainees. Hence, the hypothesis stating that there is no significant difference in the emotional maturity level of male and female teacher trainees enrolled at B.Ed. and B.Ed. special education programme has been accepted.

Therefore, it can be concluded that there is no significant gender difference in the level of Emotional maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

5.2.4 RESEARCH OBJECTIVE 4

To compare the level of emotional maturity between male and female teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

In order to study the emotional maturity among teacher trainees, 't' test has been calculated. The t-value of Emotional Stability ($t=.40$), Emotional Progression ($t=.08$), Social Adjustment ($t=.56$), Personality Integration ($t=.03$) and Independence ($t=.19$) are not significant at 0.05 level of significance.

Further, sum of the mean values it can be seen that teacher trainees have not been found to differ significantly in their emotional maturity with respect to dimensions of *emotional maturity scale namely* Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Further, from the mean values, it can be concluded that rural teacher trainees are not different in level of emotional maturity from urban teacher trainees. Therefore, the hypothesis stating no significant level of emotional maturity of teacher trainees of B.Ed. and B.Ed. special education programme has been accepted.

Therefore, it can be concluded that there is no significant difference in the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

5.2.5 RESEARCH OBJECTIVE 5

To compare the level of emotional maturity between rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

In order to study the difference in the emotional maturity of rural and urban teacher trainees. The t-value for area Emotional Stability ($t=1.49$), Emotional Progression ($t=1.17$), Social Adjustment ($t=.74$), Personality Integration ($t=.20$) and Independence($t=1.29$) are not significant at 0.05 level of significance.

Further, sum of the mean values it can be seen that there is no significant difference of rural and urban teacher trainees in their emotional maturity with respect to dimensions of *emotional maturity scale namely* Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Therefore, the hypothesis stating there is no significant difference in level of emotional maturity among rural and urban teacher trainees has been accepted.

Therefore, it can be concluded that there is no significant difference in the emotional maturity among rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

5.3 CONCLUSION AND DISCUSSIONS

1. Out of 50 teacher trainees enrolled at B.Ed. programme, 10% are extremely emotionally mature, 28% are moderately emotionally mature, 26% are emotionally immature and 36% are extremely emotionally immature.
2. Out of 50 teacher trainees enrolled at B.Ed. special education programme, 14% are extremely emotionally mature, 24% are moderately emotionally mature, 22% are emotionally immature and 40% are extremely emotionally immature.
3. There is no significant gender difference in the level of Emotional maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme..
4. There is no significant difference in the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
5. There is no significant difference in the emotional maturity among rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

Teachers are regarded as the custodians of the present as well as future. Teachers prepares the citizens to shape the destiny of the country Teaching is the most crucial and challenging proffession in the world. The present study has assessed the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme. Emotions plays an important role in teaching learning process. If the teacher is emotionally mature and has control on his or her emotions then the teaching learning will happen in an effective manner. They are the foundations of every relationship some of the implications of the results of this study may impact our understanding of the role and interpretation of teacher trainee's emotional maturity. The following educational implications of the study are given ahead-

1. The institution authorities should organize special guidance and counselling programs for teacher trainees to develop level of emotional maturity.
2. Training Institutions should organize training, seminars and interactive workshops related to their fields.
3. Atmosphere of training institutions should be developed in such a manner that it helps in the development of emotional maturity among the teacher trainees, because emotionally mature teachers are more competitive than emotionally immature teachers.
4. Results of present study also suggested that while developing curriculum the affiliation bodies like National Council for Teacher Education (NCTE) and Rehabilitation Council

of India (RCI) should add such content and activities that will help in the development of emotional maturity among teacher trainees.

Thus, the findings of the present study may help to provide tremendous scope for the improvement of building and competency based training and action research programs.

5.5 SUGGESTIONS AND FURTHER RESEARCH

1. It is suggested that similar study can be conducted on a large sample.
2. It is suggested that similar study can also be conducted on the students of other disciplines.
3. The similar study can be conducted in other districts of J&K.

SUMMARY

**TITLE: EMOTIONAL MATURITY AMONG TEACHER TRAINEES
ENROLLED AT B.Ed. AND B.Ed. SPECIAL EDUCATION
PROGRAMME.**

SUPERVISOR

DR. ROHNIKA SHARMA

INVESTIGATOR

BINDU BHARTI

A. THE PROBLEM

India has a long tradition of learning and education has always been valued. Accordingly, education has been assigned high priority in the national development strategy and conscious efforts have been made towards the massive expansion of educational facilities in the country. Education plays most important role in the development of a country. Emotions can be defined as psychological states that comprise thoughts and feelings, physiological changes, expressive behaviours, and inclinations to act. The precise combination of these elements varies from emotion to emotion, and emotions may or may not be accompanied by overt behaviours. This complex of states and behaviours is triggered by an event that is either experienced or recalled. Someone insults you. Depending on the nature of the insult and your perception of the extent to which it was or was not intended to hurt you, you might feel angry or annoyed. If you feel angry, your face may redden, your heart may beat faster, your fists clench, and thoughts of retribution occur to you. In some cases you might take action against the person who was insulting. Days later, recalling the insult may re-evolve at least some features of the original emotional reaction. Similarly, clear-cut cases of emotion could be given for fear, joy, love, disgust, and sadness, among many others. However, there are also emotions that are less clear-cut, in that they do not always involve changes in physiological or motivational states and do not always result in behavioural change. Take the example of regret. Having made a decision or taken a course of action that turns out badly, one may well feel strong regret, but this subjective experience will typically not be accompanied by changes in physiology or behaviour.

In psychology, maturity is the ability to respond to the environment in an appropriate manner. Maturity is achieved when individual growth is completed and the organism is ripe for propagation. The concept of maturity is used also in psychology and psychiatry. In this field it designates that phase of personality development which corresponds to biological and psychological maturation. We call a person psychologically mature after he has reached a certain level of intelligence and emotional outlook. If the development of a person is undisturbed, biological and psychological maturation progress more or less parallel with each other. Maturity is achieved when individual growth is completed and the organism is ripe for propagation. We call a person psychologically mature after he had reached a certain level of intelligence and emotional outlook. A mature individual is capable of handling stressful life circumstances effectively.

EMOTIONAL MATURITY

Emotions are the complex experience of consciousness, bodily sensations and behaviour that reflects the personal significance of a thing, an event or a state of affairs. Maturity is ability to respond to the environment in an appropriate manner. Emotional Maturity refers to ability to understand and manage emotions. Emotional maturity enables the individuals to give right directions to his thoughts and feelings. In brief emotional maturity can be called as the process of impulse control. It does not refer to the physical maturity. An emotionally stable

person exhibits behavior acceptable to the society and in congruence with the society. It may refer to a process by which the personality is continuously arriving for getting sense of emotional health. Emotionally mature persons have experienced the spectrum of emotions, understand the consequences of each and knows the benefit of being in control of them. Most importantly, an emotionally mature person knows what kind of things should fit in different emotions in them and they know how to identify each emotion clearly.

Bassell . R (2004). ” Emotional maturity refers to those behavioural patterns that makes for good adjustment in life”.

According to Lisa, J.M (2004). “Emotional maturity brings with it a capacity for independence, the willingness to take action as free agent along with the capacity to affiliate, to freely initiate and sustain loving relationships”.

LEVELS OF EMOTIONAL MATURITY

There are six levels of emotional maturity

1. Emotional responsibility
2. Emotional honesty
3. Emotional openness
4. Emotional assertiveness
5. Emotional understanding
6. Emotional detachment

CHARACTERISTICS OF EMOTIONALLY MATURE PEOPLE

1. Knowing as to what one wants and how to make it happen.
2. Thinking before taking actions and full control over one’s behavior.
3. Having patience.
4. Ability to deal with the situations.
5. Dealing with other people in supporting and constructive manner.

Education is the backbone of any country and it is the basic need of the entire world. Education is the process of getting knowledge about anything which is required for the people. It also changes the behavior, life style, the ways of dressing, sitting and talking also. Education is the most important factor for our freedom or democracy. It plays an important role in economic development of a country.

The National Policy of Education (1986) recognized the crucial role of teachers and stated that the status of teacher reflects the socio cultural ethos of a society. It further expressed that no people can rise above the level of its teachers and the government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. In the present scenario of education in India, candidates with relatively superior qualifications and adequate professional degrees getting entry into the teaching profession; yet the problem of deteriorating education standard qualitatively seems to be assuming alarming dimensions. Therefore, there should be some other important determinants of this phenomenon besides academic and professional qualifications of teachers; such determinants appear to be job satisfaction and work motivation etc.

B. NEEDS AND SIGNIFICANCE OF THE STUDY

The study aims to find out a society on emotional maturity among B.Ed. and B.Ed. special education programme. They showed different kind of behaviours as compared to the actual classroom situations and the practicing period. They must develop emotional maturity so as to adjust with the growing needs and demands of his own peer group as well as society. If they possess the traits of emotional maturity, then they enhance the society to be emotionally matured. Due to the different types of structures in the educational system, the students possess more emotions such as fear, anger, love and guilt etc . Their mental health is not so good. A person having good mental health only can have high emotional maturity. So it is necessary for the student teacher to develop qualities of emotionally mature people to deal with the special students effectively. Being a role model, a teacher must develop the emotional maturity among the students. The study will help the teacher educators to develop emotional maturity so that they can adjust with the society. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. This motivates the Investigator to conduct a study on Emotional Maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

D. OBJECTIVES

1. To find the level of emotional maturity of teacher trainees enrolled at B.Ed. programme.
2. To find the level of emotional maturity of teacher trainees enrolled at B.Ed. special education programme.
3. To compare the Emotional Maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
4. To compare the emotional maturity of male and female teacher trainees of B.Ed. and B.Ed. special education programme.
5. To compare the emotional maturity of rural and urban teacher trainees of B.Ed. and B.Ed. special education programme.

E. HYPOTHESES

1. There is no significant difference in level of emotional Maturity of teacher trainees enrolled at B.Ed. programme.
2. There is no significant difference in Emotional Maturity of teacher trainees enrolled at B.Ed. special education programme.
3. There is no significant difference in Emotional Maturity between teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
4. There is no significant difference in the emotional maturity of male and female teacher trainees of B.Ed. and B.Ed. special education programme.
5. There is no significant difference in the emotional maturity of rural and urban teacher trainees of B.Ed. and B.Ed. special education programme.

F. SAMPLE

In the present study, purposive sampling technique has been employed for selecting a sample of 100 teacher trainees. Out of which 50 teacher trainees were selected from B.Ed. programme and 50 teacher trainees were selected from B.Ed. special programme.

G. TOOLS USED

In the present study, the following tool have been used:

- ☐ **‘Emotional Maturity Scale’** developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

H. VARIABLES OF THE STUDY

Variables are those which may vary or change from person to person or situation to situation. In the present study independent and dependent variable were taken for the study.

Independent Variables: The variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause. In this study the following independent variables are:

- Gender-Male &Female
- Residential Background – Rural &Urban
- Types of programme –B.Ed. and B.Ed. special education programme

Dependent Variables: The variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect. In this study the following dependent variable is:

- Emotional Maturity

I. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in Table 1, 2,3,4,and 5 respectively

Table 1

Values of percentages for different dimensions of emotional maturity among teacher trainees of B.Ed. Education programme.

Level of Maturity (Scores)	No. of Teacher Trainees in B.Ed. programme	Percentage (%)
Extremely Emotionally Mature (50-80)	5	10

Moderately Emotionally Mature (81-88)	14	28
Emotionally Immature (89-106)	13	26
Extremely Emotionally Immature (107-240)	18	36
Total	50	100

Table 2

Values of percentages for different dimensions of emotional maturity among teacher trainees of B.Ed. special education programme.

Level of Maturity (scores)	No. of Teacher Trainees in B.Ed. Special programme	Percentage (%)
Extremely Emotionally Mature (50-80)	7	14
Moderately Emotionally Mature (81-88)	12	24
Emotionally Immature (89-106)	11	22
Extremely Emotionally Immature (107-240)	20	40
Total	50	100

Table 3

Value of Mean, Standard Deviation and t-test for emotional maturity of male and female teacher trainees

Scale	Gender	N	Mean	S.D	SEM	df	t	Level of significance
Emotional stability	B.Ed. Special	50	23.40	7.12	1.00	98	0.40	Not significant
	B.Ed.	50	22.86	6.11	0.86			

Emotional Progression	B.Ed. Special	50	21.71	6.54	0.92	98	0.85	Not significant
	B.Ed.	50	21.60	7.47	1.05			
Social Adjustment	B.Ed. Special	50	21.06	5.27	0.74	98	0.56	Not significant
	B.Ed.	50	21.64	4.92	0.69			
Personal Integration	B.Ed. Special	50	18.68	5.94	0.84	98	0.03	Not significant
	B.Ed.	50	18.64	5.91	0.83			
Independence	B.Ed. Special	50	17.16	4.04	0.57	98	0.19	Not significant
	B.Ed.	50	17.00	4.13	0.58			
Total	B.Ed. Special	50	101.62	22.07	3.12	98	0.04	Not significant
	B.Ed.	50	101.80	22.49	3.18			

Table 4

Value of Mean, Standard Deviation and t-test for emotional maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Scale	Gender	N	Mean	SD	SEM	df	t	Level of significance
Emotional stability	Male	17	20.65	5.72	1.38	98	1.90	Not significant
	Female	83	23.64	6.69	0.73			

Emotional Progression	Male	17	20.12	7.90	1.91	98	0.90	Not significant
	Female	83	21.98	6.79	0.74			
Social Adjustment	Male	17	19.41	5.26	1.27	98	1.68	Not significant
	Female	83	21.75	4.98	0.54			
Personal Integration	Male	17	16.71	3.68	0.89	98	2.09	Not significant
	Female	83	19.00	6.19	0.68			
Independence	Male	17	17.88	3.91	0.95	98	0.91	Not significant
	Female	83	16.92	4.10	0.45			
Total	Male	17	95.06	20.55	4.99	98	1.44	Not significant
	Female	83	103.07	22.36	2.45			

Table 5

Value of Mean, Standard Deviation and t-test for emotional maturity of rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

Scale	Gender	N	Mean	SD	SEM	df	t	Level of significance
Emotional stability	Urban	56	24.02	6.56	0.87	98	1.49	Not significant
	Rural	44	22.02	6.58	0.99			

Emotional Progression	Urban	56	22.39	6.76	0.90	98	1.18	Not significant
	Rural	44	20.73	7.23	1.09			
Social Progression	Urban	56	21.68	5.59	0.74	98	0.72	Not significant
	Rural	44	20.93	4.38	0.66			
Personal Integration	Urban	56	18.77	6.27	0.83	98	0.20	Not significant
	Rural	44	18.52	5.44	0.82			
Independence	Urban	56	17.55	3.77	0.50	98	1.29	Not significant
	Rural	44	16.48	4.38	0.66			
Total	Urban	56	103.86	22.06	2.94	98	1.09	Not significant
	Rural	44	98.98	22.26	3.35			

D. FINDINGS

The results of the research can be summarized as under:

1. Out of 50 teacher trainees enrolled at B.Ed. programme, 10% are extremely emotionally mature, 28% are moderately emotionally mature, 26% are emotionally immature and 36% are extremely emotionally immature.
2. Out of 50 teacher trainees enrolled at B.Ed. special education programme, 14% are extremely emotionally mature, 24% are moderately emotionally mature, 22% are emotionally immature and 40% are extremely emotionally immature.
3. There is no significant gender difference in the level of Emotional maturity of teacher trainees enrolled at B.Ed. and B.Ed. special education programme..
4. There is no significant difference in the emotional maturity among teacher trainees enrolled at B.Ed. and B.Ed. special education programme.
5. There is no significant difference in the emotional maturity among rural and urban teacher trainees enrolled at B.Ed. and B.Ed. special education programme.

J. EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study reveals that students should have emotional maturity for better adjustment. That is helpful to lead comfortable and adjusted life. So present study will help the teachers and counsellors in many ways. The findings of the research reveals that the cooperative, confident and sensitive students are more adjusted because they will have the ability to interact others in a pleasant way, are able to view the matters from all the angles, trust in oneself, aware and responsive to human behaviour. If the teachers are more tactful, they will be able to hold delicate perception of the right things to say or do. They will have the ability to judge what is in the people's mind and to choose the suitable course of action to use. The study has great bearing for the teachers, administrators etc. In order to emotionalize a child the teacher must be emotionally mature. Because emotionally mature teacher can develop well-adjusted personalities. The study is important for counsellors who can help the teacher trainees to understand themselves better and enable them to deal with their strengths and weaknesses and become a well adjusted and emotionally mature. The knowledge of emotional maturity level may help the teacher trainees to improve their teaching, so that they can lead the society in better way. Through emotional maturity study the counsellor may know about the emotional maturity in students which will help him in solving their problems. Some of the implications of the results of this study may impact our understanding of the role and interpretation of teacher trainee's emotional maturity. The following are the educational implications of the study:

1. The institution authorities should organize special guidance and counselling programs for teacher trainees to develop level of emotional maturity.
2. Training Institutions should organize training, seminars and interactive workshops related to their fields.
3. Atmosphere of training institutions should be developed in such a manner that it helps in the development of emotional maturity among the teacher trainees, because emotionally mature teachers are more competitive than emotionally immature teachers.
4. Results of present study also suggested that while developing curriculum the affiliation bodies like National Council for Teacher Education (NCTE) and Rehabilitation Council of India (RCI) should add such content and activities that will help in the development of emotional maturity among teacher trainees.

K. SUGGESTIONS FOR FURTHER RESEARCH

1. It is suggested that similar study can be conducted on a large sample.
2. It is suggested that similar study can also be conducted on the students of other disciplines.
3. The similar study can be conducted in other districts of J&K.

REFERENCES

- Bagh. (2018). Emotional maturity among adolescents in Relation to Parental involvement. *International Journal of Advanced Educational Research*, 3(1), 183-186.
- Brahmbhat (2016). A study of Emotional Maturity among higher secondary school students. *Journal of Information, Knowledge and Research in Humanities and Social Sciences*. 14 (1), 211-2014.
- Buvanambal & Ranjithamani. (2017). A Comparative Study on Emotional Maturity of Secondary School Students in Tirupur District. *International Journal of Interdisciplinary Research in Arts and Humanities*, 2(2), 35-39.

- Chavda. M. (2018). Emotional Maturity and Mental Health among Working and non-Working Women. *International Journal of Research and Analytical Reviews*, 5(1), 6-10.
- Crow, L.D. & Crow, A. (1962). Child Development and Adjustment. New York: The McMillan Company.
- Campos, J., C. Frankel, & L. Camras (2004). On the Nature of Emotional Regulation. *Child Development*, Vol. 75, No. 2, 377-94.
- Devi & Sugumar (2017). A study on Emotional Maturity among Secondary school boys of Sitapur district of U.P. *International Journal of Home Science*, 3(2), 712-714.
- Duhan. K., Punia. A. & Jeet. P. (2015). Emotional maturity of adolescents in relation to their gender. *International journal of education & research: A quarterly peer reviewed International Journal of Research & Education*. 4(3).
- Dutta & Rajkonwar (2016). A Study on Emotional Maturity and Intelligence of Secondary School Students of Assam. *International Journal of science and Research*. 5 (12), 855-862.
- Fatima, Isha. And Noor, Ishwa. (2017). A comparative study of emotional maturity of teacher trainees in Bareilly District, Uttar Pradesh. *Journal Of International Journal Of Research in Humanities, Arts And Literature*. (203-208).
- Good, C.V. (1973). Dictionary of Education, Third Edition, New York: Mc Graw Hills Book Company, Inc. Toronto, London:
- Hangal, S. and Aminabhavi, V. (2007). Self-concept, emotional maturity and achievement of the adolescent children of employed mothers and home makers. *Journal of the Indian Academy of Applied Psychology*, 33(1), 103-110.
- Jain, Pasrija & Divya. (2015). Emotional maturity and self-concept among senior secondary schools. *Bhartiyam International Journal of education & research A quarterly peer reviewed International Journal of Research & Education*. 4 (3), 23-32.
- Joy & Mathew. (2018). Emotional Maturity and General Well Being of Adolescents. *IOSR Journal of Pharmacy*, 5(1), 1-6.
- Kour (2018). A study of Emotional Maturity among Boys and Girls enrolled at Under Graduate level in Arts and Science Streams of Jammu city. *Unpublished M.Ed. Dissertation*, MIER College of Education.
- Kumar, S. (2014). Emotional Maturity of Adolescent students in Relation to their Family. *International Research Journal of Social Sciences*, 42(2), 6-8.

- Lal, K. (2014). Academic stress among adolescent in relation to intelligence and demographic factors. *American International Journal Of Research In Humanities, Arts And Social Sciences*, 5(1), 123-135.
- Mahanta, D., & Kannan, V. (2015). Emotional Maturity and Adjustment in First Year Undergraduates of Delhi University: An Empirical Study. *Indian Journal of Psychological Science*, 5(2), 84-90.
- Mirza.S.(2019) A study of emotional maturity and Moral Judgement among pupil teachers in relation to their academic achievement. *Unpublished M.Ed. Dissertation*, MIER College of Education.
- Mishra, P. and Vashist, K. (2014). A review study of spiritual intelligence, stress and well-being of adolescents in 21st century. *International Journal Of Research In Applied Natural And Social Sciences*, 2(4) , 11-24.
- Moshahid, Mohd. (2017). Emotional maturity and academic achievement of B.Ed. study: A correlation study. *International Journal of Advanced Research and Development*. 133-136.
- Naik, D.P.K., & Simons, S.K. (2014). Effect of Parenting on emotional and social maturity among adolescents. *European Academic Research*, 2 (3), 4065- 4083.
- Narsimha,M.L.,& Reddy,L.K. (2017). Impact of emotional maturity, intelligence and self-efficacy on the academic achievement of teacher trainees. *Indian journal of positive psychology*, 8(3), 395-397.
- Nehra,S. (2014). Relationship between adjustment and emotional maturity of 9th class students. *Educationia Confab*, 3 (2), 67-75.
- Nikhat Yasmin Shafeeq Afeefa Thaqib (2015). A comparative study of Emotional Maturity of Secondary Students in Relation to Academic Achievement. *International Journal of Social Sciences and Humanities Invention*.2 (6).
- Perumal, P. and Rajguru, S. (2015). A study on the emotional maturity of B.Ed. student teacher, 32-38.
- Piryadarshini.N. (2018). A study on Emotional Maturity among Adolescents. *International Journal of Advance Engineering and Research Development* .5(7), 177-185.
- Ramesh & Waghmare. (2018). The study of Emotional maturity among urban and rural college going students. *International Journal of Trend in Scientific Research and Development*, 2(3), 2045-2052.
- Ratna, Sandip. (2016). A case study on emotional maturity level of B.Ed. student teacher of Kohima District. *International Journal of Advanced Research in Education and Technology*, 7-11.

- Rosa, M.C., & Preethi,C. (2012). Academic Stress and Emotional Maturity among Higher Secondary School Students of Working and Non-Working Mothers. *International Journal of Basic and Advanced Research*, 40-43.
- Sarita,Kavita.,& Sonam. (2016). A comparative study of an emotional maturity of under graduate and post graduate students. *International Journal of applied research* ,2(1), 359-360
- Singh,R. , Pant, K.,&Valentina, L. (2013). Gender on social and emotional maturity of senior school adolescents: A case study of Patnagar. *Studies on Home and Community Science*, 7(1), 1-6.
- Sunilma. A study on emotional maturity in under graduate students of working and non-working mothers. *A peer reviewed International Journal of Humanities and social scienc*, 7(1),278-286.
- Visvanathan, K. S. (2011).A Study on Emotional Maturity of College Students”. *Recent Research in Science and Technology*, 3(1).
- Umamangeshwari, M. & Murty, K.V.S.N. (2018). A Study of Emotional Maturity & Social Intelligence among B.Ed. students. *Scholarly Research Journal for Interdisciplinary Studies*. 5(45), 10726-10729.
- Viswas S. (2018). A study on Emotional maturity of students of higher secondary schools. *IJIRMPS*, (6-11).
- Zionvarzing Thiek,Tulika Borah,Arifa Momtaz Begum(2019). Emotional Maturity of Post Graduate students. *International Journal of Current Research*. 11(3), 2292-2293.

APPENDIX



**Manual
for**

EMOTIONAL MATURITY SCALE

EMS-SB

Dr. Yashvir Singh *Retired*

Head

*Department of Psychology
St. John's College*

AGRA

and

Dr. Mahesh Bhargava

Chairman

Harprasad Institute of Behavioural Studies

AGRA



T. M. Regd. No. 554838
Copyright Regd. No. © A-73256/2005 Dt. 13.5.05

Estd. 1971

www.npcindia.com

☎:(0562) 2464926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

MANUAL FOR EMOTIONAL MATURITY SCALE (E M S)

Maturity

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation of the "Genital level" and "object-interest (Freud, 1924)". Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has directed interest toward the more detailed nature of maturity.

Nature of Maturity

1. One of the most obvious pathways of development, long emphasized by *Sigmund Freud* and *Franz Alexander*, is from the parasitic dependence of the foetus to the relative independence of parent, with parental capacity for responsibility for spouse and child.
2. Intimately bound-up with the organism's development from parasitism on the mother to relative independence from the parents is its increased capacity for responsibility and productivity and its decreased receptive needs. Children learn to control their hostilities, their sexuality and other impulses, and to develop the orientations of maturity largely through the incentive of being loved.
3. Third characteristic of maturity is relative freedom from the well-known constellation of inferiority, egotism and competitiveness.

4. Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication.
5. Hostile aggressiveness, using the term to include all sorts of anger, hate, cruelty and belligerency, is always a sign of emotional irritation or threat.
6. Another important attribute of maturity is a firm sense of reality.
7. Another characteristic of maturity is flexibility and adaptability.

Genesis of Emotional Disturbances

Dependence on his mother, the ambitions for prestige and success which imbibed the rivalry with his father and the depreciatory attitude toward him, the failure to identify with other men, the whole constellation continued on, still potent, although, for the most part, unconscious, automatic and resistant to conscious efforts to change. The rest of his personality developed adequately in the direction of those attitudes, feelings and ways of functioning which we are beginning to recognize as mature.

The genesis of emotional disturbances can be reduced with some over simplification to the following steps —

1. Childhood emotional influences interact with the infant's congenital endowment and developmental forces, the child being most formative up to the age about six.
2. These influences facilitate, retard or warp the development and cause emotional patterns which persist, mostly unconsciously, in later life.
3. These "nuclear patterns" contain certain vulnerable emotional points, everyone has specific emotional vulnerabilities.
4. The environment exerts certain demands, pressure and frustrations.
5. The individual endeavours to harmonize the conflicting impulses within himself and to adjust himself to his environment.

4 | *Manual for Emotional Maturity Scale (E M S)*

6. In general, the more mature the individual is, the more stably and flexibly he adjusts, but when the pressures impinge upon his emotional vulnerabilities, he reacts with mobilization for fight or flight.
7. The fear and the flight and the danger and hostile aggression tend to be handled as they were in childhood, with partial return to childhood forms of satisfaction, thinking and behaviour.
8. These regressive reactions constitute and produce symptoms which can be grouped as about :
 - (i) Inner (a) Psychosomatic, (b) neurotic, (c) psychotic, and
 - (ii) Acting out (a) masochistic, (b) destructive social behaviour, (c) criminal.
9. The ego reacts secondarily to the tensions and the symptoms over a range, from denying to exploiting them.

Emotional Maturity

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

Actually, emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still

be emotionally stunned and childish. *Morgan* (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

According to *Walter D. Smitson* (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally.

Kaplan and *Baron* elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

L.S. Hollingworth (1928) mentions some characteristics of emotionally mature person in the following points –

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blow off, he does not below up.
2. He is also able to delay his responses as controlled with the impulsiveness of young child.
3. Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him.

Childhood emotional stresses influence the infant's congenital heredity plus physical and emotional forces acting upon sperm and egg, (prior to conception and until birth) endowment and developmental forces, the child being most formative upto the age of about six.

6 | Manual for Emotional Maturity Scale (E M S)

Many criteria have been suggested to evaluate the concept of maturity. A few of them are being mentioned below :

According to *Bernard* (1954) following are the criteria of mature emotional behaviour :

- (i) Inhibition of direct expression of negative emotions.
- (ii) Cultivation of positive, up building emotions.
- (iii) Development of higher tolerance for disagreeable circumstances.
- (iv) Increasing satisfaction from socially approved responses.
- (v) Increasing dependence of actions.
- (vi) Ability to make a choice and not brood about other choices.
- (vii) Freedom from unreasonable fear.
- (viii) Understanding and action in accordance with limitations.
- (ix) Awareness of the ability and achievement of others.
- (x) Ability to err without feeling disgraced.
- (xi) Ability to carry victory and prestige with grace.
- (xii) Ability to delay the gratification of impulses.
- (xiii) The enjoyment of daily living.

The most outstanding mark of emotional maturity, according to *Cole* (1944) is ability to bear tension. Other marks are an indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps them in proper balance.

According to *Fred McKinney*, "The characteristics of an emotionally mature are hetro-sexuality, appreciation of attitude and behaviour of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses."

8 | Manual for Emotional Maturity Scale (E M S)

Emotionally disturbed behaviour can be described in the following way :

He reacts like a child, he looks for sympathy, conceited, quarrelsome, infantile, self-centered and demanding person, has preservative emotions, is emotionally excitable and feels very much upset to loose a game (Gibb, 1942 ; Brogden, 1944, Cattell, 1945).

Mohsin (1960) has developed an Emotional Maturity Scale whereas Rao and Stewart (1976) have adopted Stewart Maturity Scale in Indian conditions and Srivastava (1983) has developed a Social Maturity Scale.

Taking these factors into consideration, authors of the present scale, prepared a list of Five broad Factors of emotional maturity which is given below :

- (क) (a) Emotional Stability.
- (ख) (b) Emotional Progression.
- (ग) (c) Social Adjustment.
- (घ) (d) Personality Integration.
- (च) (e) Independence.

(क) (a) Emotional Stability

Emotional Stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is required of him in any given situation. Contrary to it, emotional instability is a tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness, temper tantrums, lack of capacity to dispose off problems and seek help for one's day to day problems. This group factor has a high correlation (.75) with the total score obtained on the scale. On the inter-correlational matrix, syndrome of emotional instability has high intercorrelation

own judgement based on facts by utilizing his intellectual and creative potentialities. He would never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions, whereas a depended person shows parasitic dependence on other is egotic and lacks 'objective interests'. People think of him an unreliable person.

Description and Scoring

Emotional Maturity Scale has a total of 48 items under the five categories given below :

Sr. No.	Areas	Total No. of Items
a. (क)	Emotional Stability (सांवेगिक स्थिरता)	10
b. (ख)	Emotional Progression (सांवेगिक प्रगति)	10
c. (ग)	Social Adjustment (सामाजिक समायोजन)	10
d. (घ)	Personality Integration (व्यक्तित्व एकीकरण)	10
e. (च)	Independence (अनाश्रित) (State of being competent)	8
TOTAL		48

EMS is a self-reporting Five Point Scale. Items of the scale are in question form demanding information for each in either of the five options mentioned below :

V. Much	Much	Undecided	Probably	Never
अत्यधिक	बहुधा	अनिश्चित	प्रायः	कभी नहीं
(5)	(4)	(3)	(2)	(1)

The items are so stated that if the answer is very much (अत्यधिक) a score of 5 is given ; for much (बहुधा) 4 ; for undecided (अनिश्चित) 3 ; and for probably (प्रायः) 2 and for negative answer of never (कभी नहीं), a score of 1 is to be awarded.

12 | Manual for Emotional Maturity Scale (E M S)

Therefore, total score on the scale is indicative of emotional maturity whereas the greater the total score on the scale is, expressed in terms of emotional immaturity.

Reliability

The reliability of the scale was determined by : (i) Test-retest Method, and (ii) Internal Consistency.

(i) **Test-retest Reliability**—The scale was measured for its test-retest reliability by administering upon a group of collegiate students ($N = 150$) including male and female students aged 20-24 years. The time interval between the two testing was that of six months. The product moment r between the two testing was .75.

(ii) **Internal Consistency**—The internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five areas. Table 1 given below, shows the values of internal consistency.

TABLE 1
Internal Consistency of EMS (= 98)

Sr. No.	Areas	r Value
a. (क)	Emotional Stability (सांवेगिक स्थिरता)	.75
b. (ख)	Emotional Progression (सांवेगिक प्रगति)	.63
c. (ग)	Social Adjustment (सामाजिक समायोजन)	.58
d. (घ)	Personality Integration (व्यक्तित्व एकीकरण)	.86
e. (च)	Independence (अनाश्रित)	.42

Validity

The scale was validated against external criteria, i.e., the Gha (घ) area of the adjustment inventory for college students by *Sinha* and *Singh*. The inventory has 'Gha' area measuring emotional adjustment of college students. The number of items of this area is twenty-one. Product moment correlation obtained between total scores on all twenty-one 'Gha' items and total scores on EMS was .64 ($N = 46$).

Interpretation

The scale was administered upon 198 collegiate students belonging to urban as well as rural background. The three quartiles were calculated for the scores of all the 198 respondents.

TABLE 2

Quartile Deviations of Scores for $N = 198$
($M = 100$, $F = 98$)

Quartile Deviations	
Q_1	= 80
Q_2	= 88.5
Q_3	= 106.7

TABLE 3

Interpretation of Scores

	Scores	Interpretation (Level of Maturity)
1	50 – 80	Extremely Emotionally Mature
2	81 – 88	Moderately Emotionally Mature
3	89 – 106	Emotionally Immature
4	107 – 240	Extremely Emotionally Immature

TABLE 4
Factor analysis (Centeroid Method) of the five factor of EMS

Sr. No.	Sub-test	सां. स्थि. (E.S.) क (a)	सां. प्र. (E.P.) ख (b)	सा. स. (S.A.) ग (c)	व्य. ए. (P.I.) घ (d)	अना. (I.) च (e)	Check Sum
क (a)	सांवेगिक स्थिरता (Emotional Stability)	—	.18	.56	.12	.12	.98
ख (b)	सांवेगिक प्रगति (Emotional Progression)	.18	—	.27	.47	.45	1.37
ग (c)	सामाजिक समायोजन (Social Adjustment)	.56	.27	—	.23	.23	1.29
घ (d)	व्यक्तित्व एकीकरण (Personality Integration)	.12	.47	.23	—	.28	1.10
च (e)	अनाश्रित (Independence)	.12	.45	.23	.28	—	1.08

S_1 , .98 1.37 1.29 1.10 1.08 5.82

D , .56 .47 .56 .47 .45 2.51

$S_1 + D = E$, 1.54 1.84 1.85 1.57 1.53 8.33 $= \sqrt{T}$
 $E/\sqrt{T} = a$, .53 .64 .64 .55 .53 2.89 $= 1/\sqrt{T} = M$
 a_{12} .28 .41 .41 .30 .28 1.68 $= .35$

Percentage variance = $\frac{1.68}{5} \times 100 = 33.60\% = 34\%$

TABLE 5
Heirarchical order of intercorrelations matrix

Factors	सा. स. (S.A.)	सां. स्थि. (E.S.)	सां. प्र. (E.P.)	व्य. ए. (P.I.)	अना. (I.)
सामाजिक समायोजन (Social Adjustment)	—	.56	.23	.23	.23
सांवेगिक स्थिरता (Emotional Stability)	.56	—	.18	.12	.12
सांवेगिक प्रगति (Emotional Progression)	.23	.18	—	.47	.45
व्यक्तित्व एकीकरण (Personality Integration)	.23	.12	.47	—	.28
अनाश्रित (Independence)	.23	.12	.45	.28	—

TABLE 6

r-Transformed into Z standard score (Fisher's Z Scores)
($r = Z$)

सा. स. (S. A.)	सां. स्थि. (E. S.)	सां. प्र. (E. P.)	व्य. ए. (P. I.)	अना. (I.)
—	.63	.23	.23	.23
.63	—	.18	.12	.12
.23	.18	—	.57	.48
.23	.12	.51	—	.29
.23	.12	.48	.29	—
1.37	1.05	1.45	1.15	.12

TABLE 7

Two broad factors having high correlation
(N = 198)

A सांवेगिक प्रगति (Emotional Progression)		B सामाजिक समायोजन (Social Adjustment)	
व्य. ए. (P. I.)	.47	व्य. ए. (P. I.)	.23
अना. (I.)	.45	अना. (I.)	.23
सा. स. (S. A.)	.23	सां. प्र. (E. P.)	.23
सां. स्थि. (E. S.)	.18	सां. स्थि. (E. S.)	.56

REFERENCES

- Benard, H.W. (1965). *Psychology of Learning and Teaching*. New York : McGraw Hill Book Co.
- Bhargava, M. (2010). *Modern Psychological Testing and Measurement (Hindi)*. Agra : H. P. Bhargava Book House.

16 | *Manual for Emotional Maturity Scale (E M S)*

- Bhargava, M. (2007). *Exceptional Children* (Hindi). Agra : H. P. Bhargava Book House.
- English, H.B. and English, A.C. (1958). *A Comprehensive Dictionary of Psychological and Psychoanalytical Terms*. New York : David McKay Co., INC.
- Guilford, J.P. (1956). *Personality*. New York : McGraw Hill Book Co.
- Guilford, J.P. (1954). *Psychometric Methods*. New York : McGraw Hill Book Co.
- Mohsin, S.M. (1960). A measure of emotional maturity. *Psychological Studies*, 5(2), 78-83.
- Rao, T.V. and Stewart, A.J. (1976). *Stewart Maturity Scale* (Indian Adaptation). New Delhi : Manasayan.
- Seoul, L.J. (1951). *Emotional maturity, The development and dynamics of personality*. London : J.B. Lippincott.
- Singh, Y. (1965). A comparative study of emotional stability of mentally superior and average children. Unpublished Master's Thesis. Agra University.
- Sinha, A. K. P. and Singh, R.P. (2008). *Adjustment Inventory for College Students (AICS)*. Agra : National Psychological Corporation.
- Srivastava, R.P. (2005). *Social Maturity Scale (SMS)* in Hindi. Agra : National Psychological Corporation.
- Walter, Katkovasky and Leon Gorlow, (Editors) (1976). *The Psychology of adjustment-current concepts and applications*. New York : McGraw Hill Book Co.



T.M. Regd. No. 164838
Copyright Regd. No. A-75256/2005 Dt. 13.5.06

Dr. Yashvir Singh (Agra)
Dr. Mahesh Bhargava (Agra)

Consumable Booklet
of

EMS-SB

(English Version)

Please fill up the following details :

Date

Name

Father's Name Age

Education Sex : Male ☐ Female ☐

Occupation Income (per month)

Marital Status : Married ☐ Unmarried ☐ Number of Children

Community : Village ☐ Town ☐ City ☐

INSTRUCTIONS

In the following pages are given 48 statements about yourself. Five possible modes of responses are provided, such as : *Very much; Much; Undecided; Probably* and *Never*. Read each statements carefully and mark tick ☒ in ANY ONE of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

Your Responses would be kept confidential.

Please turn over the page and start

Scoring Table

AREA	A	B	C	D	E	Total Score	Emotional Maturity Level
SCORE							

Estd. 1971

www.npcindia.com

☎:(0562) 2601080

NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

PART – B

11.	If you fail to achieve your goal, do you feel inferior?
	☐ ☐ ☐ ☐ ☐
12.	Do you experience a sense of discomfort and lack of peace of mind?
	☐ ☐ ☐ ☐ ☐
13.	Do you tease against ^t the others?
	☐ ☐ ☐ ☐ ☐
14.	Do you try to put the blame on others for your lapses?
	☐ ☐ ☐ ☐ ☐
15.	When you do not agree with others, do you start quarrelling with them?
	☐ ☐ ☐ ☐ ☐

4 | Consumable Booklet of EMS-58

Sr.No.	STATEMENTS	Very Much	Much	Undecided	Probably	Never	SCORE
33.	Having known that you are at fault, instead of accepting it, do you try to establish that you are right ?	☐	☐	☐	☐	☐	
34.	Do you suffer from any kind of fear ?	☐	☐	☐	☐	☐	
35.	Do you lose your mental balance (poise) ?	☐	☐	☐	☐	☐	
36.	Are you in the habit of stealing of any thing ?	☐	☐	☐	☐	☐	
37.	Do you indulge freely without bothering about moral codes of conduct ?	☐	☐	☐	☐	☐	
38.	Are you pessimistic towards life ?	☐	☐	☐	☐	☐	
39.	Do you have a weak will ? (self-will or determination).	☐	☐	☐	☐	☐	
40.	Are you intolerant about the views of others ?	☐	☐	☐	☐	☐	

Total Score Part- D **PART - E**

41.	Do you people consider your as undependable ?	☐	☐	☐	☐	☐	
42.	Do people disagree with your views ?	☐	☐	☐	☐	☐	
43.	Would you like to be a follower ?	☐	☐	☐	☐	☐	
44.	Do you disagree with the opinions of your group ?	☐	☐	☐	☐	☐	
45.	Do people think of you as an irresponsible person ?	☐	☐	☐	☐	☐	
46.	Don't you evince interest in other's work ?	☐	☐	☐	☐	☐	
47.	Do people hesitate to take your help in any work ?	☐	☐	☐	☐	☐	
48.	Do you give more importance to your work than other's work ?	☐	☐	☐	☐	☐	

Total Score Part- E