

Emotional Maturity of Aided and Unaided B.Ed. College Teacher Trainees with Reference to Gender

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Abstract

The present study was undertaken A Comparative Study of Emotional Maturity of aided and unaided B.Ed college teacher trainees with reference to gender. The samples was taken of 100 aided and unaided B.Ed college teacher trainees among them 50 aided and 50 unaided college teacher trainees are selected in various B.Ed colleges in Aurangabad district. The age range of selected sample is 21 to 24. In this research Emotional Maturity was measured by Emotional Maturity scale developed by Dr. Yashvir Singh and Mahesh Bhargava. The proposed statistical procedure is descriptive statistics i.e. mean S.D and t-test is used. The results of the findings are there is significant difference of aided and unaided B.Ed college teacher trainees on Emotional Maturity. The study is also showing that there is a significant gender differences in Aided B.Ed college teacher trainees on Emotional Maturity. Also a significant gender differences are found to Unaided B.Ed college teacher trainees on Emotional Maturity.

Keywords- Emotional Maturity, Aided and Unaided B.Ed College teacher trainees.

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Emotional Maturity

Emotional Maturity is one of the vital components of personality which characterizes Multi-trait non-cognitive psychological concept. 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-personality. Emotional Maturity or stability might be considered as a potential factor in any field of life. It is a stage, which is very essential in human life. One of the major aims of any good educational programmed is to help the learner to gain emotional maturity. A mature adult due to the development of his various powers has greater control over his environment. So, he possesses emotional maturity to a greater degree. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. 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 balance' and 'emotional maturity' is taken as synonymous terms. But actually, they are not. Emotional balance emphasizes the value of learning to cope with both pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally balanced person will necessarily be emotionally mature person. Emotional balance is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual.

Pushpa M. and yashodhara K. (2014) study revealed that B.Ed students from aided and unaided colleges are significantly different with reference to Emotional Intelligence. **G. Arumugam (2014)** study revealed that male and female B.Ed. trainees differ significantly in their emotional maturity scores. Male B.Ed. trainees have a higher level of emotional maturity. **Ratna, S.** study revealed that male and female B.Ed. trainees differ significantly in their emotional maturity.

Need and significance of the study:

Here is needful and important to study the Emotional maturity of B.Ed college teacher trainees because the emotionally mature teacher helps the improved student motivation. Enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and team work. Hence it is essential to find out the emotional maturity of B.Ed teacher trainees during pre-service.

Objectives:-

- 1) To find out the Emotional Maturity of Aided and Unaided B.Ed college teacher trainees.
- 2) To search the Gender difference of Aided B.Ed college teacher trainees on Emotional Maturity.
- 3) To examine the Gender difference of Unaided B.Ed college teacher trainees on Emotional Maturity.

Hypotheses:-

- 1) There is significant difference between Aided and Unaided B.Ed college teacher trainees on Emotional Maturity.
- 2) There is significant Gender difference of Aided B.Ed college teacher trainees on emotional Maturity.
- 3) There is significant Gender difference of Unaided B.Ed college teacher trainees on emotional Maturity.

Method

Participants:

The sample has drawn from the population the sample was consisting 100 male and female B.Ed teacher trainees of aided and unaided B.Ed colleges from the Aurangabad Districts. The age range of the selected sample was 21 to 24 years as age is assumed to be control variable that can bring variance on responses. The desire sample was selected by the method of simple randomized sampling method.

Sample Distribution:-

B.Ed college teacher trainees	Male	Female	Total
Aided college	25	25	50
Unaided college	25	25	50
Total	50	50	100

Variables:-

Independent variables

1) B.Ed college teacher trainees

- A) Aided college. B) Unaided college.

2) Gender

- A) Male B) Female.

Dependent variables

Emotional Maturity.

Research design:-

2x2 factorial Design is used:

B.Ed college teacher trainees		Aided B.Ed college A1	Unaided B.Ed college A2
Gender B	Male B1	A1B1	A2B1
	Female B2	A1B2	A2B2

A = B.Ed College teacher trainees = 100

B = Gender = 100

A1 = Aided = 50

B1 = Male = 50

A2 = Unaided = 50

B2 =Female = 50

Materials:

Emotional Maturity scale:

This scale is developed by Dr. Yashvir Singh and Mahesh Bhargava. It contains 48 items and Five alternative i.e. much, very much, undecided, probably and never. Reliability of the test by product moment correlation was .75 and Validity of the test was .64.

Procedure:

The present study conducted to know the emotional maturity of Aided and Unaided B.Ed college teacher trainees with reference to gender. For these purpose 100 aided and unaided B.Ed college teacher trainees was selected from various B.Ed colleges in Aurangabad district. Among them 50 male and 50 female are selected randomly. All the teacher trainees were instructed to fill the questionnaire emotional maturity scale. Data was collected and analyzed by appropriate statistical method.

Statistical Analysis:

In the present study descriptive statistic Mean, S.D and t-test were used

Result and Discussion:

The major objective of the study is to examine the Gender differences in Emotional maturity of Aided and Unaided B.Ed college teacher trainees. The sample was further classified into two groups of Aided and Unaided B.Ed college teacher trainees. The Emotional maturity scale was administered. The emotional maturity score analyzed with the help of t-test. Thus the means SD and t-value are presented in tables.

Table No 1: shows the Mean, SD and t-value of Aided and Unaided B.Ed college teacher trainees on emotional maturity. Total (N=100).

B.Ed College Teacher Trainees trainees.	N	Mean	SD	df	t-value	Level of sig
Aided College	50	78.02	7.37	98	4.04	0.01
Unaided College	50	83.62	6.44			

Table No 1: shows the Mean, SD and t-value of Emotional Maturity of Aided and Unaided B.Ed college teacher trainees. The Mean score of Aided B.Ed College teacher trainees is 78.02 and Unaided B.Ed college teacher trainee is 83. 62. The mean score of Aided B.Ed college teacher trainees is smaller than mean score of Unaided B.Ed college teacher trainee. The t-value is 4.04. This clearly shows that there is significant difference in Emotional Maturity between aided and unaided B.Ed college teacher trainees. The level of Emotional Maturity of Aided B.Ed college teacher trainees is more than the Unaided B.Ed college teacher trainees. Hence H_1 is accepted. Previous studies are supporting findings of the present study.

Table No 2: shows the Mean, SD and t-value of male and female Aided B.Ed college teacher trainees on emotional maturity. Total (N=50).

Gender	N	Mean	SD	DF	t-value	Level of significance
Male	25	74.92	7.93	48	3.24	0.05
Female	25	81.12	5.29			

Table No 2: shows the Mean, SD and t-value of emotional Maturity of male and female Aided B.Ed college teacher trainees. The Mean score of male Aided B.Ed college teacher trainees is 74.92 and the mean score of female Aided B.Ed college teacher trainee is 81.12. The mean score of male aided B.Ed college teacher trainees is smaller than mean score of female aided B.Ed college teacher trainee. The t-value is 3.24. This clearly shows that there is significant difference in emotional Maturity between male and female aided B.Ed college teacher trainees. The level of Emotional Maturity of male Aided B.Ed college teacher trainees is more than female Aided B.Ed college teacher trainees. Hence H_2 is accepted.

Table No 3: shows the Mean, SD and t-value of male and female Unaided B.Ed college teacher trainees on emotional maturity. Total (N=50).

Gender	N	Mean	SD	DF	t-value	Level of significance
Male	25	80.88	4.77	48	3.29	0.05
Female	25	86.36	6.81			

Table No 3: shows the Mean, SD and t-value of Emotional Maturity of male and female unaided B.Ed college teacher trainees. The Mean score of male unaided B.Ed college teacher trainees is 80.88 and the mean score of female unaided B.Ed college teacher trainee is 86.36. The mean score of male Unaided B.Ed college teacher trainees is smaller than mean score of female Unaided B.Ed college teacher trainees. The t-value is 3.29. This clearly shows that there is significant difference in Emotional Maturity between male and female Unaided B.Ed college teacher trainees. The level of Emotional Maturity of Male Unaided B.Ed college teacher trainees is more than female Unaided B.Ed college teacher trainees. Hence H_3 is accepted.

Conclusion:

Results are supported to the both hypotheses stated that:

- * There is significant difference between Aided and Unaided B.Ed college teacher trainees on emotional maturity. The level of Emotional Maturity of Aided B.Ed college teacher trainees is more than the Unaided B.Ed college teacher trainees.
- * There is significant Gender difference of Aided B.Ed college teacher trainees on emotional maturity. The level of Emotional Maturity of male Aided B.Ed college teacher trainees is more than female Aided B.Ed college teacher trainees.
- * There is significant Gender difference of Unaided B.Ed college teacher trainees on emotional maturity. The level of Emotional Maturity of Male Unaided B.Ed college teacher trainees is more than female Unaided B.Ed college teacher trainees.

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