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A study of Teacher Trainees Emotional Maturity in relation to their Gender, Locality, Family & College Type

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Abstract: *The purpose of this study is to study the Teacher Trainees Emotional Maturity in relation to their gender, locality, family type and college type. For the present study, the researcher has taken a sample of 1000 government-aided and private college teacher trainees in various colleges of University of Mysore of Karnataka state, India. Emotional Maturity Scale (EMS) by Y. Singh and M. Bhargava was used to collect the data. It contains 48 items under the five categories. The classified and tabulated data were subject to statistical analysis using percentage, 't' test, one way ANOVA and multiple comparisons. From the analyzed data, major findings, discussion, educational implications and suggestions was made and reported.*

Key Words: *Emotional Intelligence, Maturity, Chamarajanagar district, University of Mysore of Karnataka state.*

1. EMOTIONAL MATURITY: MEANING AND IMPORTANCE :

Whenever a person cannot meet a situation he becomes helpless. He is emotionally disturbed. He shows anger or depression depending upon the circumstances. He may also show signs of anxiety, frustration, conflict and stress. On the other hand, if he achieves success with very little effort he shows joy and happiness. These expressions of joy and sorrow are manifestations of emotion. Sometimes, a person does not stop at this stage of expression. He moves about and shows his emotions through activities. Based on the types of emotion, his activities also differ. The direction in which the action takes place depends upon the type of emotion and the intensity of emotion. Taken in this sense, an emotion has motivational properties. However, an emotion has the feeling aspect associated with it. For this reason, it is different from motivation.

2. LITERATURE REVIEW:

Dona Rai & Yugal Kisore Khanal (2017) studied on (1) Emotional Intelligence and Emotional Maturity and their relationship with Academic Achievement of College Students in Sikkim. The major findings of the study were: 1. Majority of college students are having regular variety in emotional intelligence. 2. Majority of college students are extraordinarily risky in emotional maturity.

N.S.Jadhav (2011) studied on (2) Relationship between Home Environment and Emotional Maturity of College Students. Major findings of the study were: There is a positive and significant relationship between Home Environment and Emotional Maturity among boys and girls. There is no positive and significant relationship between Home Environment and Emotional Maturity of urban students, students studying in government colleges, students belonging to high socioeconomic status and less than 20 years old students.

Jadab Dutta & Suresh Rajkonwar (2016) studied on (3) A Study on Emotional Maturity and Intelligence of Secondary School Students of Assam. Major finding of the study was: This look at discovered no distinction on emotional maturity in appreciates of male/female and rural/city secondary school students. However it pronounced actual difference in all authorities and personal secondary students in Lakhimpur district.

Dr. V.Balakrishnan and Dr. G Visvanathan (2014) studied on (4) Emotional Maturity of Teachers in relation to Caste and Religion. The major findings were: The level of emotional maturity of postgraduate teachers is extremely unstable and the difference in the level of Emotional Maturity among the four sub groups of postgraduate teachers belonging to different communities is not significant.

3. OBJECTIVE OF THE STUDY:

The study has the following objectives:
1. To study the teacher trainees Emotional Maturity.
2. To compare the difference between male and female teacher trainees in their Emotional Maturity.
3. To compare the difference between rural and urban teacher trainees in their Emotional Maturity.
4. To compare the difference between joint and nuclear family teacher trainees in their Emotional Maturity.
5. To compare the difference between private and aided college teacher trainees in their Emotional Maturity.
6. To compare the difference between different district's teacher trainees in their Emotional Maturity.

4. HYPOTHESIS OF THE STUDY:

Based on the objectives, the researcher formulated the following the null hypothesis,

H-1: There is no significant difference between Male and Female teacher trainees in relation to their Emotional Maturity.
H-2: There is no significant difference between rural and urban teacher trainees in relation to their Emotional Maturity.
H-3: There is no significant difference between joint and nuclear family teacher trainees in relation to their Emotional Maturity.
H-4: There is no significant difference between private and aided college teacher trainees in relation to their Emotional Maturity.
H-5: There is no significant difference between different district teacher trainees in relation to their Emotional Maturity.

5. METHODOLOGY:

The main purpose of this study was to study the teacher trainee's Emotional Maturity. Descriptive survey method was used for this research study.

6. SAMPLING PROCEDURES

Purposive sampling was used. The researcher purposively selected 1000 government-aided and Private College teacher trainees in various colleges of University of Mysore of Karnataka state, India.

Among 1000 teacher trainees 232 are male and 768 are females. 724 teacher trainees are rural background and 276 teacher trainees are urban background. 387 teacher trainees from Joint family and 613 teacher trainees from Nuclear family. 592 teacher trainees are private colleges and 408 teacher trainees are Aided college trainee's.

7. TOOL USED:

Emotional Maturity Scale by Y. Singh and M. Bhargava: It contains 48 items under the five categories - emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence.

8. STATISTICAL TECHNIQUES USED:

The classified and tabulated data were subject to statistical analysis using percentage, 't' test, one way ANOVAs and multiple comparison.

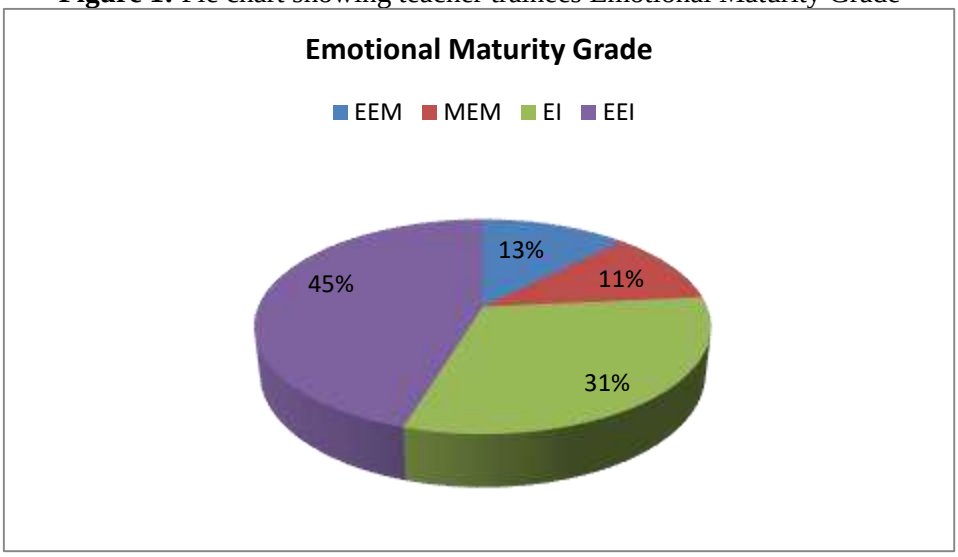
9. ANALYSIS AND INTERPRETATION:

The data was analyzed on the basis of formulated hypothesis.

Table 1: Teacher trainees Emotional Maturity Grade

EMOTIONAL MATURITY GRADE			
		Frequency	Percent
Valid	EEM	123	12.3
	MEM	112	11.2
	EI	312	31.2
	EEI	453	45.3
	Total	**1000**	**100.0**

Figure 1: Pie chart showing teacher trainees Emotional Maturity Grade



In present study there were 1000(100%) samples 123 (12.3%) Teacher Trainees are Extremely Emotionally Mature, 112 (11.2%) Teacher Trainees are Moderately Emotionally Mature, 312 (31.2%) Teacher Trainees are Emotionally Immature and 453(45.3%) Trainees are Extremely Emotionally Immature.

Table 2: Descriptive statistics

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
AGE	1000	20.00	41.00	23.1790	1.98719
EMOTIONAL MATURITY	1000	48.00	218.00	107.3210	25.64554

In present study there were 1000(100%) samples minimum age is 20.00 and maximum age is 41.00, the Mean is 23.1790 and Std. Deviation is 1.98719. Teacher Trainees Emotional Maturity Score is Minimum 48.00 and Maximum score is 218.00. Mean is 107.3210 and Std. Deviation is 25.64554.

Table 3: Unpaired t test to asses mean score of variable between male and female teacher trainees

Unpaired t test							
	SEX	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**p**
EMOTIONAL MATURITY	MALE	232	111.2759	31.77984	2.689	998	0.007
	FEMALE	768	106.1263	23.37302			

Present study unpaired t test was used to assess the mean difference in Emotional Maturity score. The mean Emotional Maturity score for male Teacher Trainees was 111.2759±31.77984 and female Teacher Trainees was 106.1263±23.37302 there was a statistically significant difference in mean Emotional Maturity score (p=0.007).

Table 4: Unpaired t test to asses mean score of variable between rural and urban teacher trainees

Unpaired t test							
	Locality	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**p**
EMOTIONAL MATURITY	RURAL	724	107.5843	25.70257	0.526	998	0.599
	URBAN	276	106.6304	25.52890			

The mean Emotional Maturity score for Rural Teacher Trainees was 107.5843±25.70257 and Urban Teacher Trainees was 106.6304±25.52890 there was no statistically significant difference in mean Emotional Maturity score (p=0.599).

Table 5: Unpaired t test to asses mean score of variable between Joint and Nuclear family teacher trainees

Unpaired t test							
	Family Type	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**p**
EMOTIONAL MATURITY	JOINT	387	107.4186	26.16053	0.096	998	0.924
	NUCLEAR	613	107.2594	25.33636			

The mean Emotional Maturity score for Joint Family Teacher Trainees was 107.4186±26.16053 and Nuclear Family Teacher Trainees was 107.2594±25.33636 there was no statistically significant difference in mean Emotional Maturity score (p=0.924).

Table 6: Unpaired t test to asses mean score of variable between teachers training college type

Unpaired t test							
	COLLEGE TYPE	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**p**
EMOTIONAL MATURITY	PRIVATE	592	105.9443	24.05314	-2.048	998	0.041
	AIDED	408	109.3186	27.70326			

The mean Emotional Maturity score for Private College Teacher Trainees was 105.9443±24.05314 and Aided College Teacher Trainees score was 109.3186±27.70326 there was a statistically significant difference in mean Emotional Maturity score (p=0.041).

Table 7: One Way ANOVA to assess the difference in mean variable score between teacher's trainees of different district

0NE WAY ANOVA							
		N	**Mean**	**Std. Deviation**	**F**	**df**	**p**
EMOTIONAL MATURITY	CHAMARAJA NAGAR	100	96.5300	15.97059	8.060	999	<0.001
	MANDYA	300	109.8800	27.19542			
	MYSORE	300	109.5733	28.38421			
	HASSAN	300	106.1067	22.70802			

One way ANOVA was used to assess the difference in mean Emotional Maturity score between Teacher Trainees of different district. The mean Emotional Maturity score of Teacher Trainees of Chamarajanagar district was 96.5300+15.97059, Mandya district was 109.8800+27.19542, Mysore district was 109.5733+28.38421 and Hassan district was 106.1067+22.70802. There was a statistically significant difference in mean Emotional Maturity score between Teachers Trainees of different district (p=0.001).

Table 8: Pair wise comparisons of variables between teacher trainees of different district

Multiple Comparisons				
Scheffe POST HOC TEST				
Variable	**REFERENCE DISTRICT**	**COMPARISN DISTRICT**	**MEAN DIFFERENCE**	**p**
EMOTIONAL MATURITY	CHAMARAJA NAGAR	MANDYA	-13.35000*	<0.001
		MYSORE	-13.04333*	<0.001
		HASSAN	-9.57667*	0.014
	MANDYA	MYSORE	.30667	0.999
		HASSAN	3.77333	0.346
	MYSORE	HASSAN	3.46667	0.424

Pair wise comparison changed into done in using schefee post hoc take a look at there was a statistically significant difference in mean Emotional Maturity score between Teachers Trainees of Chamarajanagar and Mandya district (p=0.001), Chamarajanagar and Mysore district (p=0.001), Chamarajanagar and Hassan district (p=0.014), there was no statistically significant difference in mean Emotional Maturity score between Teachers Trainees of Mandya and Mysore district (p=0.999), Mandya and Hassan district (p=0.346) and Mysore and Hassan district (p=0.424).

10. MAJOR FINDINGS OF THE STUDY:

- It was found that 12.3% Teacher Trainees are Extremely Emotionally Mature, 11.2% Teacher Trainees are Moderately Emotionally Mature, 31.2% Teacher Trainees are Emotionally Immature and 45.3% Teacher Trainees are Extremely Emotionally Immature.
- It can be seen that Teacher Trainees Emotional Maturity Score is Minimum 48 and Maximum score is 218. Mean is 107.321.
- There was a statistically significant difference in mean Emotional Maturity score between Teachers Trainees of different district (p=0.001).
- There was a statistically significant difference in mean Emotional Maturity score (p=0.007) of Male & Female Teacher Trainees.
- There was no statistically significant difference in mean Emotional Maturity score (p=0.599) of Rural & Urban Teacher Trainees.
- There was no statistically significant difference in mean Emotional Maturity score (p=0.924) of Joint & Nuclear family Teacher Trainees.
- There was a statistically significant difference in mean Emotional Maturity score (p=0.041) of private & aided college Teacher Trainees.

11. DELIMITATIONS:

In the present research, following would be the delimitations:

- The students of other than University of Mysore Bed Colleges of Karnataka state, India are not to be included in the present study.
- Other than Bed Teacher trainees are not to be included in the present study.
- Other than survey method like Interviews, Case study, Group discussion, Experimental studies are not to be studied in the present study.

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