



A Study on Emotional Maturity among B.Ed. Teacher Trainees in West Bengal

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Abstract:

The purpose of the research paper was to determine the emotional maturity level of B.Ed. teacher trainees in West Bengal. The normative survey method is used in this work. Emotional maturity scale (Sing and Bhargava) is used to collect the sample. The sample of the study consisted of 400 B.Ed. teacher trainees who had been picked using the random sampling technique. The data in this study has been examined using the 't' test, mean, and standard deviation as methods of statistical analysis. The primary results of the research became as follows: Overall emotional maturity level of B. Ed. Teacher trainees in West Bengal is moderate. There is a significant difference among B.Ed. Teacher trainees regarding their Gender and locality of the college in West Bengal. But there is no significant difference among Teacher trainees concerning their Subject streams and types of institution.

Keywords: Emotional Maturity, Teacher Trainees, B.Ed. Colleges.

Introduction:

Emotions are states of mind defined by high levels of mental activity, pleasure or pain perception, and an intense urge to carry out a certain goal-directed behaviour. "Emotions are complex psychological and physiological states that help individuals adapt to their environment and interact with others." (Ekman, 2003). In other words, "Emotion is a multicomponent response to a significant internal or external stimulus, involving physiological, cognitive, and behavioral elements." (Schacter & Singer, 1962). Nowadays, Emotions are fundamental to human welfare because they shape our attitudes, actions, and interpersonal interactions as well as our general quality of life. It is very true that "Emotion is a dynamic and ever-changing process that involves the interaction of cognitive appraisals, physiological arousal, and expressive behavior." (Gross, J. J., & Thompson, R. A. (2007).

Maturity is the experience of being completely formed, fully developed or mature in terms of the physical, emotional or mental domains. Independence, Empathy, Critical thinking, Self-awareness, Emotional regulation, Responsibility, Adaptability, Resilience are the characteristics of the maturity. There are different types of maturity such as - Physical maturity, Emotional maturity, Mental maturity, psychological maturity, social maturity etc.

The term “Emotional Maturity” describes the capacity to identify, comprehend, control, and feel empathy for other people. Daniel Goleman defined as “Emotional maturity is the ability to respond to situations in a way that is commensurate with one’s emotional state.” The capacity to control one’s emotions, accept accountability for one’s behaviour, and show empathy for others are all indicators of emotional maturity. “Emotional maturity is characterized by the ability to manage one’s emotions, be aware of one’s strengths and weaknesses, and maintain healthy relationships.” (Sternberg, R. J., 2003). So, Emotional Maturity is a very crucial factor of human cognition, behaviour and action. It is a progression rather than an all-or-nothing quality. It can be enhanced and developed through experience, introspection, and practice.

Rationale of the study:

Teacher trainees of B.Ed. Colleges are the backbone of the future teaching-learning system. Emotionally balanced personality is very much important for the Ideal and Successful Teachers. B.Ed. Trainees may transform into more successful Teacher and role models and create a more productive and beneficial learning environment by putting emotional maturity first. Teacher trainees that possess emotional maturity benefit from improved relationships with their students, better classroom management, increased motivation and involvement from their students, a pleasant school climate, a decrease in stress and burnout, and an improvement in their overall well-being in future. Therefore, the present study has been initiated to find out the status of emotional maturity among B.Ed. Teacher Trainees.

Objectives of the Study:

The objectives of the present study are -

1. To find out the level of emotional maturity of B.Ed. Teacher trainees.
2. To compare the level of emotional maturity between male and female B.Ed. Teacher trainees.
3. To understand the difference in emotional maturity between Teacher trainees of Government and Private B.Ed. Colleges.
4. To compare the difference in emotional maturity among B.Ed. Teacher trainees concerning their locality of rural and urban.
5. To understand the level of emotional maturity of B.Ed. Teacher trainees concerning their subject streams of Arts and Science.

Hypothesis of the study:

The following hypothesis are taken for the present study -

- **H₁**The level of emotional maturity among B.Ed. Teacher trainees are high.
- **H₂**There is no significant difference in the mean score of emotional maturity between male and female B.Ed. Teacher trainees.
- **H₃**There is no significant difference in emotional maturity level of Teacher trainees of Government and Private B. Ed. colleges.
- **H₄**There is no significant difference in emotional maturity of Teacher trainees of rural and urban B. Ed. Colleges.
- **H₅**There is no significant difference of emotional maturity between B.Ed. Teacher trainees of Arts and Science subject streams.

Methodology:

“A survey is a systematic method of collecting information from a sample of people, using a standardized instrument, such as a questionnaire or interview, to gather data that can be used to answer specific research questions or test hypotheses.” (Scheuer, 2004). Normative Survey research method had applied for the present study to find out the level of emotional maturity among B.Ed. Teacher trainees.

Sample of the study:

The present investigators had selected 400 Teacher trainees as a sample on the basis of different variables from five districts (Kolkata, North 24 Parganas, South 24 Parganas, Hooghly and Howrah) in West Bengal. Simple random sampling technique was used to collect the sample.

Tool used for the study:

In the present study, Emotional Maturity Scale (EMS) of Dr. Yashvir Singh and Dr. Mahesh Bhargava was used. The scale consisted of 48 items under the five categories: a. Emotional Stability, b. Emotional Progression, c. Social Adjustment, d. Personality Integration, e. Independence. Items of the scale are calculated on a five-point scale. The scoring of the responses for Very Much, Much, Undecided, Probably and Never, a score of ‘5’, ‘4’, ‘3’, ‘2’ and ‘1’ respectively is awarded. As a result, the scale’s overall score represents emotional maturity.

Statistical Analysis and Interpretation:

The present researchers analysed the data using the Mean, Standard Deviation, and “t” Test. The following tables displayed the findings.

Hypothesis 1: The level of emotional maturity among B.Ed. Teacher trainees are high.

Sl. No.	Variables	N	Mean	SD	
1	Total	400	84.57	8.68	
2	Gender	Male	196	84.97	11.1
		Female	204	83.52	9.07
3	Types of Institution	Government	198	88	8.79
		Private	202	87.18	8.16
4	Area	Rural	202	86.28	9.67
		Urban	198	82.19	8.59
5	Subject Streams	Arts	204	85.29	8.13
		Science	196	86.18	9.58

The maximum and minimum mean and standard deviation of the emotional maturity are 88 and 82.19, respectively, and 11.1 and 8.13, derived from Table 1. Additionally, it is depicted that the sample’s overall emotional maturity score was 84.57 with a standard deviation of 8.68. It demonstrates that B.Ed. Teacher trainees in West Bengal have a moderate level of emotional maturity.

Hypothesis 2: There is no significant difference in the mean score of emotional maturity between male and female B.Ed. Teacher trainees.

Variable		N	Mean	SD	t value
Gender	Male	196	84.97	11.1	0.015
	Female	204	83.52	9.07	

It is very clear from the above Table 2 that the ‘t’ value of 0.015 is significant at the 0.05 level. The results indicate that there is a statistically significant difference between the gender-specific levels of emotional maturity among male and female B.Ed. Teacher trainees in West Bengal. Male and female teacher trainees are not similar in terms of emotional maturity level. As a result, it is determined that the null hypothesis is rejected.

Hypothesis 3: There is no significant difference in emotional maturity level of Teacher trainees of Government and Private B. Ed. colleges.

Variable		N	Mean	SD	t value
Types of Institution	Government	198	88	8.79	0.47
	Private	202	87.18	8.16	

According to Table 3, at the 0.05 level, the “t” value of 0.47 is not significant. The results indicate that there is no discernible difference between B.Ed. Teacher trainees of Government and Private colleges in levels of emotional maturity. The level of emotional maturity among B.Ed. Teacher trainees in Government and Private B.Ed. Colleges is similar. As a result, it is determined that the null hypothesis is accepted.

Hypothesis 4: There is no significant difference in emotional maturity of Teacher trainees of rural and urban B. Ed. Colleges.

Variable		N	Mean	SD	t value
Area	Rural	202	86.28	9.67	0.024
	Urban	198	82.19	8.59	

The results of Table 4 show that, the “t” value of 0.024 is significant at the 0.05 level. As per the findings, it can be inferred that there exists a distinction in the degree of emotional Maturity between Teacher trainees from rural and urban B.Ed. colleges. B.Ed. Teacher trainees of urban and rural B.Ed. colleges share varying degrees of emotional maturity level. This leads to the conclusion that the null hypothesis is rejected.

Hypothesis 5: There is no significant difference of emotional maturity between B.Ed. Teacher trainees of Arts and Science subject streams.

Variable		N	Mean	SD	t value
Subject Streams	Arts	204	85.29	8.13	0.73
	Science	196	86.18	9.58	

It is observed from the Table 5 that the 't' value of 0.73 is not significant at the 0.05 level. It is inferred from the conclusion that there is no discernible difference between the B.Ed. Teacher trainees regarding arts and science subject streams in terms of emotional maturity. B.Ed. students of both arts and sciences have similar levels of emotional maturity. Thus, it is determined that the formulated null hypothesis is accepted.

Finding of the study:

Findings of the present research are given below.

- Overall emotional maturity level of B. Ed. Teacher trainees in West Bengal is moderate.
- Male and Female B.Ed. Teacher trainees have different level of emotional maturity.
- Teacher trainees of both Government and Private B.Ed. Colleges possess a similar level of emotional maturity.
- The degree of emotional maturity among Teacher trainees of rural and urban B.Ed. Colleges is different.
- Both Arts and Science Teacher trainees have a similar level of emotional maturity.

Conclusion:

Above findings of the study enacted that Teacher trainees of B.Ed. Colleges have average Emotional maturity level. It is very good sign for the personality of B.Ed. Students to make a ideal teacher in future. But, different workshops, counseling, sensitization program must be needed to increase their level of emotional maturity. As it requires for the enhancement of the teachers' ability to forge a strong professional identity is favorably connected with their academic achievement and capacity to overcome learning challenges. It helps teachers to control their feelings, feel the same as their students, and foster a supportive learning atmosphere.

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