

Effect of Emotional Maturity Level of Pre-Service Teachers on Their Anxiety of District Kangra of Himachal Pradesh

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Abstract: *The purpose of the present study was to explore the effect of emotional maturity level of Pre-service teachers on their anxiety as well as an effect of gender, location and marital status of pre-service teachers on their Emotional maturity and anxiety of district Kangra of Himachal Pradesh. The sample consist of 400 B.Ed. course trainers (100male and 300 female) randomly taken from private teacher training institutions of Kangar district which are affiliated with Himachal Pradesh University, Shimla. To measure the emotional maturity and anxiety of pre-service teachers, Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh & Dr. Mahesh Bhargava and Comprehensive Anxiety Scale developed by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj & Dr. Mahesh Bhargava (2006) were used. Mean, SD, ANOVA and „t” test was used for analyzing the data. The result showed that there is significant effect of emotional maturity level of pre-service teachers on their anxiety. Male pre-service teachers are more stable in emotional maturity and low anxious as compare to their female counterparts. Emotional maturity and anxiety of pre-service teacher is independent of their location as well as marital status.*

Keywords: Emotional Maturity, Anxiety, Pre-service Teacher

I. INTRODUCTION

In the modern society neither individual is emotionally stable or emotionally mature to handle their life in society. This emotional instability leads to anxiety and stress. In modern education system for students there is no provision for emotional, moral, spiritual and social development of a student. Even the modern society and education today does not provide the curriculum and methods for the multidimensional growth of the personality. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotional imbalanced and maladjusted. This single sided development leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and non-adjustment with emotions of the person. Interest in the study of emotional maturity and level of anxiety has grown steadily throughout twentieth century because the impact of social, psychological, and spiritual factors on students' lives has been well recognized.

The National Policy on Education (1986) states that – “Education has always been accorded an honorable place in Indian society”. Education as a process involves two elements- the teacher and the student. The teacher is considered to be the kingpin in the process of education. Student teacher will also become a successful teacher in future generation. However, he should be stable in emotional maturity, ego less, low anxiety, highly motivated, value oriented as well as good in academic achievement. Now a day it is gradual duty of education system and teacher education institutions to take the responsibility of student-teachers development in respect of psychological and sociological dimensions. In the modern society neither individual is emotionally stable or emotionally mature to handle their life in society. This emotional instability leads to anxiety and stress. In modern education system for students there is no provision for emotional, moral, spiritual and social development of a student. Even the modern society and education today does not provide the curriculum and methods for the multidimensional growth of the personality. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotional imbalanced and maladjusted. This single sided development leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and non-

adjustment with emotions of the person. Interest in the study of emotional maturity and level of anxiety has grown steadily throughout twentieth century because the impact of social, psychological, and spiritual factors on students' lives has been well recognized. The effect of emotional stability/instability correspondent to level of anxiety directly associated with student teachers' overall development which may impact the proficiency on the professional skills. This may brutally affect the school student whom we consider the future assets of a state or a nation. Kaplan and Baron (1986) elaborated the characteristics of an emotionally mature person; that he has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature student has the capacity to make effective adjustment with himself, members of his family, and 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. Therefore, the emotionally mature student is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of "self" or "ego". According to Singh and Bhargava (1990) "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control who is able to brook delay and to suffer without self-pity might still be emotionally stunned". Emotional maturity of any students will influence on anxiety, stress as well as academic achievement. Hull (1943) and Spence (1956) postulated that anxious persons are emotionally responsive and hence a well learned response is not likely to be made- given the appropriate stimulus conditions- if the individual is anxious. High anxiety or emotional responsiveness would only add the confusion and difficulty of such tasks. Pастey and Aminbhavi (2006) stressed that adolescents with high emotional maturity have significantly higher stress and self-confidence than those with lower emotional maturity. Coleman (1970) "The seventeenth centuries has been called the Age of Enlightenment; the eighteenth, the Age of Reason; the nineteenth, the Age of Progress; and Twentieth, the Age of Anxiety". **Objectives:** The objectives of the study are as follows-

- To find out the effect of emotional maturity level of pre-service teachers on their anxiety.
- To compare the mean score of emotional maturity and anxiety of male and female pre-service teachers.

1.1 Hypotheses

Null hypotheses of the present study are follows

1. There is no significant effect of emotional maturity level of pre-service teachers on their anxiety.
2. There is no significant difference between urban and rural located pre-service teachers in their emotional maturity.

1.2 Limitation

The limitations of the study are as follows

1. The present study considers Emotional maturity and Anxiety of pre-service teachers under psychological factors and Gender, Locality and Marital status of pre-service teachers under demographic factors.
2. The study is confined to only B.Ed. students.
3. The study is confined to only private teacher training institutions of district Kangra affiliated to Himachal Pradesh University Shimla.

1.3 Sample

The sample consists of 400 B.Ed. course trainers from 10 private educational institutions of District Kangra which are affiliated to Himachal Pradesh University, Shimla. The sample was selected on the basis of random sampling method. Out of 400 pre-service teachers there are 100 male and 300 female, 120 rural and 280 urbans located and 180 married and 220 unmarried pre-service teachers.

1.4 Definition of Key Term

1. **Emotional Maturity-** Emotional maturity is the state wherein one's emotional reactivity is considered appropriate and normal for an adult in a given society, refers to that stage of individual in which the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and able to accept frustration and hostility in a constructive manner.

- Demographic Variable-** According to Nancy Burns & Susan,- “Demographic variables are characteristics or attributes of subjects that are collected to describe the sample.” In the present investigation, the demographic variables of pre-service teachers taken for study are gender, locality and education status.

II. VARIABLES

2.1 Independent

Following Demographic Variables

- Gender (male & female)
- Locality (urban & rural)
- Education Status (graduate & post-graduate)

2.2 Dependent Variable

Emotional Maturity

2.3 Tool Used

The following tools were used for measuring the variables involved in the study.

- Emotional Maturity Scale:** Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2006) Hindi version. The scale comprised total 48 items. It is a self-reporting five-point scale. The items are so stated that if the answer is very much, a score of 5 will be 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. The higher the score on the scale, greater is the degree of emotional immaturity and vice-versa. It consisted of five broad factors of emotional immaturity i.e. Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence. Test-retest reliability was 0.74. Validity against external criteria was 0.68.
- Comprehensive Anxiety Test (CA-Test):** Comprehensive Anxiety Test developed by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj and Dr. Mahesh Bhargava (2006) Hindi version. The test has 90 items relating to the symptoms of the anxiety. Each item of the test is answered either by 'Yes' or by 'No'. Each 'Yes' response is scored for one mark. Higher scores on this scale are indicative of high anxiety. The reliability coefficient of the test has been found to be 0.94. Validity with Anxiety Dimension of Eight State Questionnaire Form 'A' Hindi version by Kapoor and Bhargava found 0.68 and with Form 'B' .74. Validity with Sinha Comprehensive Anxiety Test is found 0.82.
- Statistical Techniques:** For the analysis of data mean (M), standard deviation (SD), One way Analysis of Variance (ANOVA) and „t” test was used from SPSS computer software programme. Result and Discussion: Hypothesis 1: There is no significant effect of emotional maturity level of pre-service teachers on their anxiety. TABLE- 1 Showing significance of ‘F’ for Emotional maturity in respect of anxiety Source df Sum of squares Mean square F ratio Result Between Grou

III. RESULT AND DISCUSSION

Hypothesis 1: There is no significant influence of gender of pre-service teachers on their emotional maturity.

Table 1: Significance of ‘t’ between male and female pre-service teachers in respect of emotional immaturity.

Category	N	Mean	SD	df	‘t’ value	Result
Male	100	83.69	22.294	398	1.653*	(p<0.05)
Female	300	91.18	22.742			

*Significant at 0.05 level

From the table No.1 the value of ‘t’ (2.533) is found to be significant at 0.05 level (p<0.05) and hence the first hypothesis of present study is rejected. This indicates that there is significant difference between male and female pre-service teachers in respect of emotional maturity. From this it may be said there is significant influence of gender of pre-service teachers on their emotional maturity.

Further, the mean score of emotional immaturity of female pre-service teacher (M=91.18, SD=22.742) is significantly greater than male (M=83.69, SD=23.2294) pre-service teachers. It may therefore be said that male pre-service teachers are more stable in emotional maturity as compare to their female counterparts.

Boyd and Huffman (2002) found that, among females and males in the same age group, females are more emotionally mature than males. **Bansibihari et. al. (2006)** reported that female teachers are emotionally more mature than the male teachers. **Ratna Sandip (2016)** concluded high variation of emotional maturity among females comparing to males. The present finding is in contradictory with their findings in the case of pre-service teachers of Bhopal City.

Hypothesis 2: There is no significant influence of location of pre-service teachers on their emotional maturity.

Table 2: Significance of 't' between urban and rural pre-service teachers in respect of emotional immaturity.

Category	N	Mean	SD	df	't' value	Result
Urban	280	88.92	22.645	398	0.093	NS (p>0.01)
Rural	120	89.16	22.862			

NS- Not significant

From the table No.2 the value of 't' (0.093) is found to be not significant at 0.05 level (p>0.05) and hence the second **Boyd and Huffman (2002)** found that, among females and males in the same age group, females are more emotionally mature than males. **Bansibihari et. al. (2006)** reported that female teachers are emotionally more mature than the male teachers. **Ratna Sandip (2016)** concluded high variation of emotional maturity among females comparing to males. The present finding is in contradictory with their findings in the case of pre-service teachers of Bhopal City.

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From the table No.2 the value of 't' (0.093) is found to be not significant at 0.05 level (p>0.05) and hence the second hypothesis of present study is accepted. This implies that urban located pre-service teachers do not differ significantly from their rural counterparts in respect of their emotional maturity. This indicates that emotional maturity is independent of urban and rural located pre-service teachers. From this it may be said there is no significant influence of location of pre-service teachers on their emotional maturity. Arya A. (1984) found no significant influence of residence on emotional maturity. Singh and Thukral (2011) found that there is no significant difference in emotional maturity on the basis of region. The present study results are in conformity with the above findings.

Hypothesis 3: There is no significant influence of education status of pre-service teachers on their emotional maturity.

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Hypothesis 3: There is no significant influence of education status of pre-service teachers on their emotional maturity.

Table 3: Significance of 't' between graduate and post-graduate pre-service teachers in respect of emotional immaturity.

Category	N	Mean	SD	df	't' value	Result
Graduate	198	91.60	21.971	398	1.867	NS (p>0.01)
Post- Graduate	202	86.78	23.161			

NS- Not significant

From the table No.3 the value of 't' (1.867) is found to be not significant at 0.05 level ($p > 0.05$) and hence the third hypothesis of present study is not rejected. This implies that graduate pre-service teachers do not differ significantly from their post-graduate counterparts in respect of their emotional maturity. From this it may be said that there is no significant influence of education status of pre-service teachers on their emotional maturity.

IV. CONCLUSION

In brief we can say that there is significant influence of gender of pre-service teachers on their emotional maturity. Male pre-service teachers are more stable in emotional maturity as compare to their female counterparts. Urban located pre-service teachers do not differ significantly from their rural counterparts in respect of their emotional maturity. Graduate pre-service teachers do not differ significantly from their post-graduate counterparts in respect of their emotional maturity.

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