

# A STUDY OF EMOTIONAL MATURITY AMONG EDUCATION AND SOCIAL SCIENCE TEACHER

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## ABSTRACT

The present study is an attempt to find out difference in emotional maturity among male and female teachers of education and social science and difference among male and female teachers belonging to rural and urban area of Uttar Pradesh. Maturation is an important variable for psychological study because it sets the ultimate limit of achievement and determines to a large degree the rate of learning and enculturation knowledge of this development process alters parent's teachers and others to the desirability of adopting learning situation, so that they are optimal in difficulty and complexity for the individual child. Maturation in children is occurrence with the lapse of time. Therefore, chronological age is very rough approximation of the level of psychological growth for average child, when the normal range, special scales and instruments must be used to measure his maturational status. The child most difficult adjustments involve the behaviour which are the units of the social interactions are different and also the social expectations of the peer and teachers are difference from those of parents and elders at home. The extent and the quality of social relationship the child maintains with in a classroom determine. Its own social development unfortunately in the present education system teachers do not encourage by providing the various activities. So that child can mature social adjustment with his surroundings.

**Key words:** *Psychological, instruments*

## INTRODUCTION

In the current conditions the investigation of emotional life is presently developing as an illustrative science, equivalent with life systems. It manages interchange of powers with powers and amounts. As emotions do assume focal job in the life of an individual, one is relied upon to have higher emotional maturity so as to lead a viable life. It is likewise obvious that our conduct is continually impacted by the emotional maturity level that we have. Emotional maturity is one of the imperative parts of character the main purpose of education is the progress of physical, social activity, emotion, and wisdom of student sustainability. The adequate education makes good quality human resources for a rapidly developing country. According to this reason, many countries have been trying to develop the educational quality in the national policy and strategy to enhance effective implementation. The student's academic achievement problem is not only occurring in India but it also in many countries around the world. Some countries have been trying to solve this problem by educational staff development, teaching processes, and parent and community cooperation and some country have been looking backward to student inner character by depicting causal relationship influencing to academic achievement. The result of studies revealed some important factor strongly related with academic achievement is "self-concept and Emotional Maturity". Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally. "An Emotional mature person is

one who is able to keep a lid on feelings. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swing in mood; he is not volatile. When he does express emotion, he does so with moderation, decently and in good order". Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagree circumstance. Self concept is love and happy with whom you are now. It is an agreement with yourself to appreciate validates, accept and support who you are at every moment. Self concept is the degree to which and individual having considered his personal characteristics is able and willing to live with them. Self-conceptions people recognize their assets and are free to draw upon them, even if they are not all that could be desired. Self-concept does not need outward approval. It is sufficient in and of itself. The individual will accept other's approval with gratitude, but intuitively knows when he or she has done well. Self-concepts are qualities present in one self. One assesses these qualities through estimates rather than by measurement. Those qualities may concern what one does (e.g. having a disposition for compassion and consideration) and/or may concern non-measurable aspects of how one appears (e.g. pretty, handsome). The assessments placed on these qualities may be significantly influenced by outsiders in one's immediate environment and/or by society at large.

Education should prepare the background for social change. Education and social change are like soul and body. As the very thought of body without soul is futile, in the same way any social change without teacher is mere figment of imagination. It should be born in mind that a teacher can initiate and promote social change only when he knows the needs of society as well as the nature and direction of social change. Teacher should become well versed in all kinds and directions of social change in such a way that it is acceptable to all people. A teacher should protect society from unhealthy and harmful changes. A teacher is observed and being followed by the people who are in contact with him. A healthy Life style of teacher may help in desirable changes in the pupil and may create healthy changes in the society. Teacher helps students to carry on with courage, determination and ability to see the larger picture. True leadership is the ability to be a catalyst for change to inspire and persuade people to follow the righteous path. A leader puts ideas into people's minds and inspires them into action.

### **EMOTIONAL MATURITY**

Human beings are creatures of feelings or emotions. Our emotions control our behaviour. Emotions are one of the dimensions of personal experiences. They are expressed as love, fear, anger, laughter, tears and so on. They involve feelings of jubilation or depression. If there had been no emotions in the life of the organism, our life would have been devoid of aspiration. According to Charles Skinner (2004), emotional maturity that is in keeping with the facts of development and potentialities involved in the process of development must stress not simply restriction and control but also the positive possibilities inherent in human nature. According to these views, emotional maturity involves the kind of living that most richly and fully expresses what a person has in human at any level of his / her development.

### **REVIEW OF LITERATURE**

Puar and Thukral (2012) conducted a study on the topic "Role 'of Social Maturity in Academic Achievement of High School Students" The study has been designed to investigate the relationship and contribution of social maturity in the academic achievement of high school students along with other variables like general mental ability, emotional maturity and anxiety and also to see the sex & regional differences on the basis of their social maturity. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) of Punjab affiliated to CBSE, New Delhi.

Saffarpour and Sharifi (2013) conducted the study on the topic of "Comparing Emotional Maturity and Marital

Satisfaction in Married Men Having Healthy and Unhealthy Inference from their Family-of-Origin Employed in Tehran Oil Company." The aim of this study was to analyze and compare the relationship between emotional maturity and dyadic adjustment in people having healthy and unhealthy inference from their family-of-origin. 240 individuals were selected to do this study from among 681 individual married men working at Pipe Line Oil Co. of Tehran using systematic random sampling. In this study, data obtained from, family-of-origin scale, dyadic adjustment scale, and emotional maturity scale. To analyze data, the researcher used Z-test, Pearson correlation, multi- dimensional linear regression and T-test with independent samples.

Zaidi, Mohsin and Saeed (2013) conducted the study on the topic of "Relationship between Alexithymia and Locus of Control among Graduation Students: A Case Study from Faisalabad" The current research focused to find out that how Alexithymia and locus of control are 'interlinked among graduation students of Pakistan. TAS 20 item (Bagb, Parker & Taylor, 1994) and a 29 item Locus of Control questionnaire (Rotter, 1966) were used to measure Alexithymia and locus of control respectively. Sample. of individuals (N=200) men (n=100) and women (n=100) selected from different academic institutions of Faisalabad division of Punjab, Pakistan. For statistical analysis Pearson Product Moment Correlation and independent sample t-test were used. This study revealed consistent results with the earlier studies. By the results of this research a significant positive correlation between. Alexithymia and locus of control among graduation students indicated. Further this study finds out that men experience high level of Alexithymia as compared to women. However, current study additionally concluded that men scored high on internal locus of control and women scored high on external locus of control. Implications of these findings for future researches are discussed.

Bhat and Maqool (2012) conducted present research study titled as, "A Comparative Study of Anxiety among Adolescent Boys and Girls (13-18 years) in District Srinagar"; was conducted on sample of 100 respondents (50 boys) and (50 girls). Purposive Sampling Technique was used to select the sample and State Trait Anxiety Test (STAT) developed by Psy-COM services was used to collect the data. The findings of the study revealed that (39%) boys and (36%) girls were highly prone to guilt. (32%) boys and (32%) girls respectively scored average on maturity. Only (11%) boys and (5%) girls were found high on self control. (12%) boys as well as girls respectively scored low on suspiciousness. Only (3%) of boys were found low on tension. Further the findings showed that no significant difference was found in "Guilt" among adolescent boys and girls.

**RESULE & DISCUSSION**

**Table – 1**

**Descriptive Statistics of student of Education 'and Social Science in Relation to Emotional Maturity Students of two Subjects**

Descriptive Statistics	Students of two Subjects	
	Education	SOCIAL SCIENCE
Mean	85.09	97.35
Std. Error of Mean	1.125	1.237
Std. Deviation	17.785	19.64
Variance	316.322	382.734
Skewness	-0.054	0.061
Std. Error of Skewness	0.154	0.154
Kurtosis	0.550	-0.335
Std. Error of Kurtosis	0.307	0.307
Range	108	105
Minimum	45	48

Maximum	153	153
N	250	250

Table 1 provides some descriptive statistics of Emotional Maturity. The number of cases, mean, standard error of the mean, standard deviation and sample variance along with the range showing minimum and maximum score for the students of education and SOCIAL SCIENCE separately. The kurtosis and skewness score presented along with the standard error of kurtosis and standard error of skewness itself indicates the scientific authenticity of the data gathered.

**Table – 2**  
**Student's t test of Emotional Maturity of student of Education and Social Science**

Variable	Mean Difference	Std. Error Difference	df	t	Sig. (2-tailed)
Emotional Maturity	<b>12.260</b>	<b>1.672</b>	<b>498</b>	<b>7.332</b>	<b>0.000</b>

\* Significant at .05 level

t -value required to be significant at 498  $df= 1.96$

Table 2 revealed that the obtained  $t(498) = 7.332$  was found to be significant at 0.05 level, since this value was found higher than the tabulated value 1.96 at 498  $df$ . This shows that the means are significantly different and cannot be attributed to chance. Looking at the means at the table 1, it is clear that, students of Social Science are more emotionally mature than the student of education.

**CONCLUSION**

The result also clearly indicates that walking group significantly decreased their body mass index, central obesity and waist-hip ratio in comparison to yogic group and control group. On the other hand, yogic group significantly decreased their resting heart rate, maintained their blood pressure, improve their quality of life in comparison to walking group, and control group.

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