



## A STUDY ON EMOTIONAL MATURITY OF B.Ed. STUDENTS IN MADURAI DISTRICT

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### ABSTRACT

*One outcome of healthy emotional development is increasing "emotional maturity". Emotional maturity should be regarded as relative, not final or absolute. Two, four or six years old are "emotionally mature". If they show capacity for emotional behavior that is true to their level of development even though all three groups are quite immature compared with the eighteen or twenty years old. The process of maturing emotionally is never complete, for a person in fairly good health mentally, continues to grow more "mature" in his attitude toward life and toward himself as long as he lives. Therefore when we say that a major aim of a good educational program is to help learners to gain in emotional maturity, what we mean is not the achievement of a certain end product that can be graded or rated on graduation day, but rather seeking to help the child in a process of development that continues long after most people leave school. The present study attempts to find out the emotional maturity of B.Ed. students. A random sample of 168 B.Ed. students from 6 colleges of education was selected in Madurai district. Data was analyzed by t-test. Results found that there is significant difference in emotional maturity of B.Ed. students with respect to gender, nativity, mother's education and number of intimate friends. Finding also revealed that father's education is not significantly differing in emotional maturity of B.Ed. students.*

**KEYWORDS:** Emotional Maturity, B.Ed. Students.

### INTRODUCTION

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. According to Jersild (1957) describes, "An adequate description of emotional maturity must take account of full scope of the individuals' capacity and powers, and of his/her ability to use and enjoy them.

### NEED FOR THE STUDY

Many attempts have been made to define emotional maturity. "In psychological writings the definition of maturity has frequently been a rather negative one. That emotional maturity essentially involves emotional control has been a prominent feature in some definitions. According to this view, the emotionally mature person is able to keep a lid on his feelings. He can suffer in silence, he can bide his time in spite



of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion he does, so with moderation, decently and in good order. He is not carried away by his feelings. He has considerable tolerance for frustrations and soon. Actually in the writes opinion, a person can live up to all of these prescriptions and still be an abjectly immature person, as well as a very cold unemotional person. A definition of emotional maturity that is in keeping with the facts of development and the potentialities involved in the process of development must & has not simply restriction and control but also the positive possibilities inherent in human nature. According to this view, emotional involves the kind of living that most richly and fully expression. What a person has in him at any level of his development. Mature emotional behavior at any level of growth is that which most fully reflects the fruits of healthy development in all the interaction, aspects of the growing person's make up. An adequate description of emotional maturity must take account of full scope of the individuals' capacity and power and of his ability of use and enjoy them. In its broadest sense emotional maturity implies how much the individual has realized his potential for richness of living and has developed his ability to enjoy things, to love and to laugh, is capacity for whole hearted distress when an event for grief emerges, his ability for experiencing anger when faced with the admonitions that would, rile the temper for any reasonable tolerant or sensible individual, and his ability to indicate fear when there is event to be startled, without feeling to utilize a false mask of boldness, for example, must be accepted by people hesitant to concede that they are apprehensive. Though emotional maturity is a matter of concern among B.Ed. students, no organized study has been carried out till date. Hence, the present study is taken up.

**OBJECTIVES OF THE STUDY**

- To find out the significant differences in emotional maturity among B.Ed. students in terms of gender, nativity, father’s education, mother’s education and number of intimate friends.

**HYPOTHESES**

1. There is no significant difference in emotional maturity of B.Ed. students with respect to gender.
2. There is no significant difference in emotional maturity of B.Ed. students with respect to nativity.
3. There is no significant difference in emotional maturity of B.Ed. students with respect to father’s education.
4. There is no significant difference in emotional maturity of B.Ed. students with respect to mother’s education.
5. There is no significant difference in emotional maturity of B.Ed. students with respect to number of intimate friends.

**METHODOLOGY-IN-BRIEF**

**Method:** Survey Method.

**Sample:** 168 B.Ed. students from 6 colleges of education in Madurai district.

**Tool**

- Emotional Maturity Scale constructed and standardized by the Investigator.

**ANALYSIS AND INTERPRETATION OF DATA**

**Table 1: Emotional Maturity of B.Ed. Students with respect to Background Variables**

Variable	Sub-category	N	Mean	SD	t-value	Result
Gender	Male	49	59.65	6.64	2.132	Significant at 0.05 level
	Female	119	62.24	9.37		
Nativity	Rural	95	63.69	8.06	4.621	Significant at 0.01 level

	Urban	73	58.32	6.98		
Father's Education	Literate	132	61.83	7.33	0.729	Not Significant
	Illiterate	36	60.99	5.75		
Mother's Education	Literate	136	62.48	7.89	2.391	Significant at 0.05 level
	Illiterate	32	59.30	6.46		
Number of Intimate Friends	Up to 3	112	58.45	6.27	4.612	Significant at 0.01 level
	4 & Above	56	63.51	6.91		

From Table-1, the t-values 2.132 and 2.391 are significant at 0.05 level, and the t-values 4.621 and 4.612 are significant at 0.01 level. This indicates that there is significant difference in emotional maturity of B.Ed. students in respect of gender, nativity, mother's education and number of intimate friends. Table-1 also shows that the t-value 0.729 is not significant at 0.05 level. It can be concluded that there is no significant difference in emotional maturity of B.Ed. students in terms of father's education.

### CONCLUSIONS

- The Emotional Maturity among B.Ed. students is found dependent of
  - Gender
  - Nativity
  - Mother's Education
  - Number of Intimate Friends
- The Emotional Maturity among B.Ed. students is found independent of Father's Education.

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