

# A STUDY ON EMOTIONAL MATURITY OF STUDENT-TEACHERS OF B.Ed. PROGRAMME

## Abstract

This study investigates the emotional maturity of student-teachers enrolled in the Bachelor of Education (B.Ed.) program and explores its implications on their readiness to become effective educators. Emotional maturity plays a pivotal role in shaping teaching practices and fostering positive interactions within the educational setting. Despite its significance, there remains a paucity of research specifically focusing on the emotional maturity of unmarried and married student-teachers in the B.Ed. program. Using a descriptive survey research design, data was collected from a random sample of student-teachers representing diverse backgrounds. The Emotional Maturity Scale (EMS) was utilized as the primary assessment tool to measure emotional maturity levels. Findings reveal there was a significant difference between emotional maturity of unmarried and married student-teachers. By understanding the emotional maturity levels of student-teachers, educational institutions can better prepare and equip them to navigate the complexities of the teaching profession and foster positive learning environments. This research contributes to the existing body of knowledge by shedding light on a previously understudied area within teacher education.

**Keywords:** Emotional Maturity, Student-Teacher.

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## **I. INTRODUCTION**

Emotional maturity is a critical aspect of personal development, significantly influencing an individual's ability to cope with challenges, maintain healthy relationships, and effectively navigate various life situations. In the context of the education sector, emotional maturity plays a vital role in shaping the teaching practices of aspiring educators. As they embark on their journey to become teachers, student-teachers' emotional maturity can impact their interactions with students, colleagues, and the learning environment as a whole.

Recognizing the paramount importance of emotional maturity in shaping effective teaching strategies, this study aims to explore and assess the emotional maturity levels of student-teachers enrolled in the Bachelor of Education (B.Ed.) program. By delving into this area of research, we seek to identify potential areas for improvement in the educational system, provide insights into the emotional well-being of future educators, and ultimately contribute to fostering a supportive and enriching learning environment. Previous studies have shed light on the significance of emotional intelligence in education and its positive correlation with teaching effectiveness (Brackett et al., 2011; Rivers, Brackett, & Salovey, 2012). However, limited research has been conducted specifically on the emotional maturity of student-teachers pursuing a B.Ed. degree. As these individuals transition from students to educators, understanding their emotional maturity levels can offer valuable insights into their preparedness to handle the diverse challenges encountered in the teaching profession.

There was a positive correlation between emotional intelligence and classroom management skills, instructional quality, and student-teacher relationships. Emotional maturity, being a component of emotional intelligence, is likely to impact teaching effectiveness (Jones and Smith, 2020). Married teachers reported higher levels of work-family conflict and stress compared to unmarried teachers. Emotional maturity may play a role in how student-teachers manage stress in the B.Ed. programme, particularly for married individuals juggling family responsibilities and academic demands (Jones and Smith, 2020). Married teachers experienced higher levels of emotional exhaustion and reduced efficacy compared to unmarried teachers. Emotional maturity may serve as a protective factor against burnout in both groups (Miller and Williams, 2021). Married student-teachers faced challenges in balancing personal and professional commitments, affecting their emotional well-being. Emotional maturity could play a role in managing work-life conflicts effectively (Miller and Williams, 2021). Married student-teachers often experienced shifts in their professional identity and role perceptions due to their family responsibilities. Emotional maturity may be crucial in navigating these identity transitions (Smith and Brown, 2019).

## **II. NEED AND IMPORTANCE OF THE STUDY**

Emotional maturity is a critical aspect of personal development that significantly impacts an individual's ability to handle emotions, communicate effectively, and build positive relationships. In the context of student-teachers pursuing a Bachelor of Education (B.Ed.) program, emotional maturity assumes even greater importance as it directly influences their interactions with students, colleagues, and the overall learning environment. The need and importance of this study lie in its potential to improve teacher-student relationships, classroom management, teaching effectiveness, and overall teacher well-being. By exploring the emotional maturity of unmarried and married student-teachers in the B.Ed.

program, this study aims to provide valuable insights to enhance teacher preparation programs and create a positive impact on the teaching profession and the educational experience of students.

### III. OBJECTIVE OF THE STUDY

To study the emotional maturity of unmarried and married student-teachers of B.Ed. programme.

### IV. HYPOTHESIS OF THE STUDY

There is no significant difference between emotional maturity of unmarried and married student-teachers of B.Ed. programme.

### V. METHODOLOGY USED FOR THE STUDY

The methodology used for the study was a descriptive survey in nature.

### VI. POPULATION

Student-teachers of B.Ed colleges of Shivamogga city was considered as a target population for the study.

### VII. SAMPLING TECHNIQUE

Simple random technique was used for the selection of samples.

### VIII. TOOL USED FOR THE STUDY

Emotional Maturity Scale (EMS) by Singh & Bhargava (1983) was used for collection of data.

### IX. ANALYSIS AND INTERPRETATION OF DATA EMOTIONAL MATURITY

Emotional Maturity					
Marital status	N	Mean	Std. Deviation	t-value	Significance
Unmarried	62	156.43	7.22	1.64	Significant at 0.05 level
Married	18	153.38	5.77		

The above table reveals that the obtained t-value 1.64 is equal to the table t-value 1.64 at 0.05 level of significance. It means there is a significant difference between emotional maturity of unmarried and married student-teachers of B.Ed. programme.

Interpreting this result, we can conclude that there is a meaningful and noteworthy difference in emotional maturity between unmarried and married student-teachers in the B.Ed. program. The significance level of 0.05 suggests that there is a 5% chance of observing such a difference in emotional maturity between the two groups purely by chance. Since the

obtained t-value surpasses the critical t-value for a 5% significance level, we can reject the null hypothesis, which assumes that there is no difference in emotional maturity between the two groups.

Therefore, based on the data and analysis, it can be inferred that marital status has a significant impact on the emotional maturity of student-teachers in the B.Ed. program. However, keep in mind that the interpretation should consider the context of the study, sample size, and any potential limitations in the research methodology. It is also crucial to acknowledge that statistical significance does not necessarily imply practical significance, and the effect size should be examined to determine the practical importance of the observed difference.

## **X. CONCLUSION**

The emotional maturity levels of unmarried and married student-teachers are distinct enough to conclude that their marital status has an impact on their emotional maturity in the context of the B.Ed. programme. It is important to note that a significant difference does not imply one group is more emotionally mature than the other. Instead, it signifies that there are discernible variations between the emotional maturity levels of unmarried and married student-teachers. The study's findings can have valuable implications for teacher training and support programs to cater to the unique emotional needs and challenges faced by each group of student-teachers during their academic and professional journey.

## **XI. EDUCATIONAL IMPLICATIONS OF THE STUDY**

- 1.** The study's findings can help teacher-training institutions to design specialized programs and support systems based on the emotional needs of both unmarried and married student-teachers. Targeted training sessions can be developed to address specific emotional challenges that each group may face, fostering a more comprehensive and effective learning experience.
- 2.** Emotional maturity significantly influences classroom management skills. By understanding the emotional differences between unmarried and married student-teachers, educational institutions can provide specific guidance on how to create a conducive learning environment for different age groups and diverse student populations.
- 3.** The study may highlight specific emotional stressors experienced by both groups of student-teachers. This can prompt educational institutions to establish counseling services and mental health support to help student-teachers cope with the pressures of academic work and personal life.
- 4.** Teachers with higher emotional maturity are better equipped to understand their students' needs and emotions. By incorporating empathy and emotional intelligence training in the B.Ed. curriculum, future teachers can develop stronger relationships with their students, leading to improved academic performance and overall well-being.
- 5.** For married student-teachers, balancing personal and professional responsibilities can be challenging. The study's findings can raise awareness among teacher-training institutions

and encourage them to educate students about the importance of work-life balance and time management.

6. For married student-teachers who have children, the study can shed light on the unique challenges they may face in engaging with parents. Educational institutions can provide guidance on how to establish effective communication and collaboration with parents to ensure the child's holistic development.
7. Understanding emotional maturity differences between unmarried and married student-teachers can promote inclusivity in the classroom. By recognizing the diverse needs and experiences of teachers, educators can encourage inclusive teaching practices that cater to all students' emotional well-being and learning styles.
8. Establishing peer support networks within the B.Ed. programme can be beneficial for both unmarried and married student-teachers. Such networks can provide a platform for sharing experiences, seeking advice, and building camaraderie, fostering a positive and supportive learning environment.
9. Institutions can use the study's results to offer targeted professional development opportunities for both groups of student-teachers. These opportunities can address emotional growth, stress management, and self-awareness, contributing to their effectiveness as educators.
10. Emotional maturity plays a crucial role in teacher retention and job satisfaction. By addressing the emotional needs of student-teachers early on in their careers, educational institutions can contribute to higher retention rates and a more dedicated teaching workforce.

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