

Development of the Emotional Maturity Programme and its Effect on Student Teacher's Emotional Maturity and Academic Achievement

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Abstract

The main objective of the Research is the emotional maturity programme & to study its effect on student teacher's stress, emotional maturity, family relationship & academic achievement. By selecting 29 informants from psychology, sociology, education, counselor and science faculty teachers the emotional maturity programme is developed. 50 students teacher whose emotional maturity is less are selected and using single design of experimental method and implementing 25 different activities one for each day and compared the pre and post test. Finding and conclusion- Developed emotional maturity programme is useful for the growth of emotional maturity, to decrease stress, a little growth in family relationship and growth in academic achievement.

Key Words:- Emotional Maturity, Student Teacher, Academic Achievement

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Introduction

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, stress, family relation, frustrations and emotional upsets in day to day life. So the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities.

Actually, emotional maturity is not only the effective determine of personality pattern but it also help to control the growth of adolescent's development. The concept mature emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. **Morgan (1934)** stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

Need of the Research

In daily life everyone has to face good & bad experiences & also problems to See how can a person behave in the situations like emotional occasions, stress & family relations so this research is necessary.

To realize present circumstances of emotional maturity, Stress & family relations.

To develop emotional Stability, personality development adjustment & leadership.

To realize about how to reduce tension it there great such situation or Stress due to school exams & study.

To know about how are the family relations.

Importance of the Research

According to **Robert Havingster (1972)** during 12 to 18 years physical & emotional maturity is occurred more than intelligence. There are given functions of development as follows :

- To establish additional mature relations with the contemporaries.
- To understand social roles of the men & women.
- To accept our physical posture & for more efficient use.
- To get Self-Sufficiency from guardian & other adults. For marital & family life.
- To prepare according to economy & vocational progress.
- To achieve moral values which direct behavior.

Importance of Sociable behavior.

It is not sufficient to discipline only external behavior to create a successful teacher. By considering this. It is necessary to give appropriate direction to the teachers emotional maturity for proper actions outcome. For this background the present research is importance.

Statement of the problem

By measuring emotional maturity of the present situation to develop emotional maturity programme & to study its effect on student teachers emotional maturity and academic achievement.

Objectives

- 1 To measure the present situation of the D.T. Ed. Student teachers emotional maturity.
- 2 To develop emotional maturity programme for D.T. Ed. Student teachers.
- 3 To study the effectiveness of the developed emotional maturity programme on the D.T. Ed. Student teachers emotional maturity and academic achievement .

Assumptions

- 1 Every student teachers emotional maturity is different. (Pattaramoan 1986)
- 2 Every student teachers academic achievement is different. (Sabhapatya 1986,Usha Rekha 2009)

Research Hypothesis

1 By Applying emotional maturity development programme for the D.T. Ed. Student teachers there has seen growth in their emotional maturity.

2 By Applying emotional maturity development programme for the D.T. Ed. Student teachers there has seen growth in their academic achievement.

Null Hypothesis

1 There is no significant difference between pre & post test total score of mean of the D.T.Ed. student teachers emotional maturity scale.

2 There is no significant difference between pre & post test academic achievement of the D.T.Ed. student teachers .

Scope of the Research

The scope of this research is for Marathi medium student. This research is related to the effects of emotional maturity & academic achievement of the D.T. Ed. Student teachers emotional maturity development programme. This research is also useful for the D. T. Ed. Teachers . It is useful to guide D.T. Ed. Student teachers by realizing their emotional needs here with it is useful for the guardian of the D. T. Ed. Student teachers.

Emotions of the children are well bred then how do they manifest. So by communicating with the family members can keep the family atmosphere conducive for education.

Research Methodology

In keeping the objectives of this research the procedure of the research is explained in the following table.

Table 1

Procedure of the research in keeping the objectives.

Objectives	Method	Population	Sampling	Sampling /informant	Research Tool	Information Analysis Techniques
1	Survey Method	3400	Random Sampling	Student Teacher	Emotional maturity Scale By Sinha & bhargav	Percentage
2	Programme Development	-	Purposive	Informant	Blue Print	Frequency Analysis
3	Experimental Method	3400	Purposive	50 students Teacher	E.M.Scale	Mean,S.D. 't' Test Graph

Variable

- 1 Independent variable : Emotional maturity programme
- 2 Dependent variable : Emotional maturity, Achievement.
- 3 Control variable: D. T. Ed. Student, curriculum, Age, Rural Area.

Analysis & Interpretation**Objectives 1**

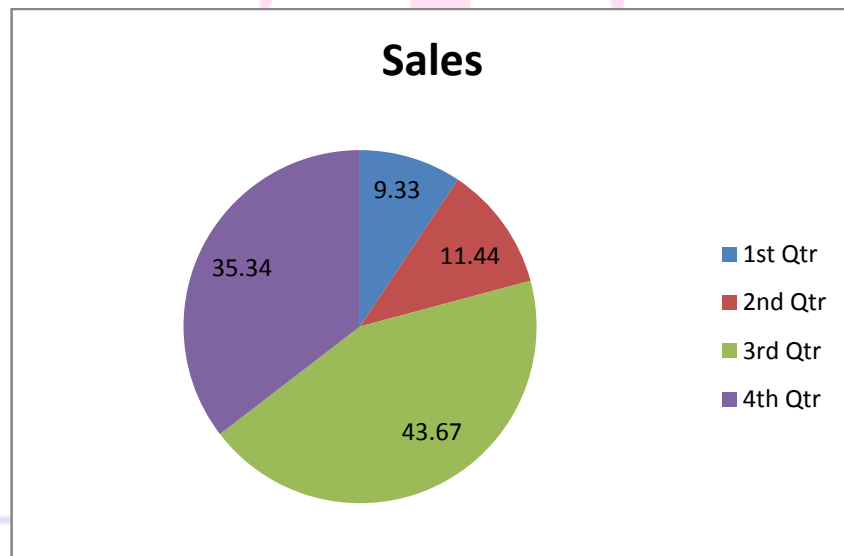
To measure the present situation of the D.T. Ed. Student teachers emotional maturity.

Table 2

Study of current circumstances of emotional maturity.

Sr. No.	Classification	Extremely stable	Moderately stable	unstable	Extremely unstable	Total D.T. Ed. Students
1	Study of current circumstances of emotional maturity.	31	38	145	117	331
2.	Percentage Study of current circumstances of emotional maturity.	9.33%	11.44%	43.67%	35.34%	100%

Through this table it has seen that unstable & extremely unstable D.T. Ed. Student teachers percentage is more in the classification. This is seen next graph.

**Graph No. 1 percentage of current circumstances of emotional maturity**

From this graph it has seen that, it the unstable & extremely unstable students teachers scale is mixed ,it was seen 79% according to this observation, it has seen that in the current

circumstances D.T. Ed. Student teachers have problems about emotional maturity to mad next generation.

The D. T. Ed. Student teachers must be emotionally mature for molding well society & next generation & to nurture education in a proper way.

2 To develop emotional maturity programme for D.T. Ed. Student teachers.

Table 3

Utility of the emotional maturity development program

Sr. no	Test type	Student teacher	Mean	S. D.	correlation	't' value	Level	Table value	df
1	Pre test	22	105.4	16.8	0.75	2.09	0.05	2.08	21
2	Post test	22	85.36	10.3					

*Significant on 0.05 level

Observation & Interpretation

All the activates are useful which were preferred by the informants & they were suggested by considering subtypes of emotional maturity for the growth of emotional maturity in the research. it is indicated by the following graph.



Graph no 2

Comparison between pre & post test score of mean of emotional maturity development programme.

This has seen that the mean of the post test of emotional maturity development programme is remarkably less than the pre test mean. It means all the developed activity are useful & effective.

Null hypothesis no. 1

1 There is no significant difference between pre & post test's total score of mean score of the D. T. Ed. Student teachers emotional maturity scale.

Table no 4

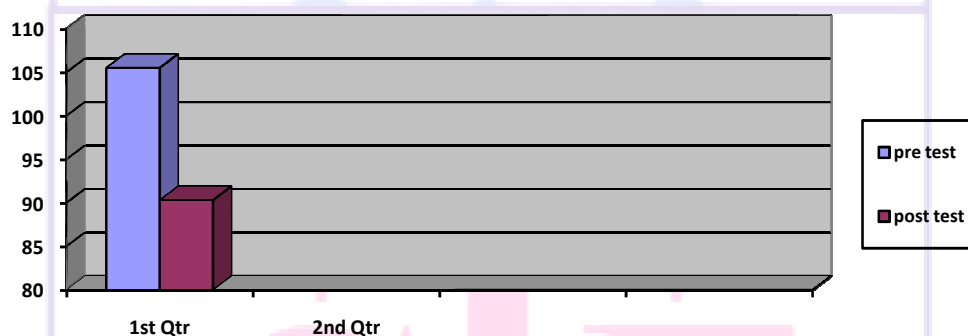
Mean, S.D., 't' Test of pre & post test of emotional maturity scale.

Sr. no.	Test type	Student teacher	Mean	S. D.	correlation	't' value	df	level	Table Value
1	Pre test	50	105.5	15.49	0.69	4.98	49	0.01	2.68
2	Post test	50	90.3	9.59					

*Significant on 0.01 level

Observation & Interrelation

Calculate 't' value is significant. So the null hypothesis is rejected & alternative research hypothesis is accepted. That means all the activities are seen effective. It is indicated by the following graph.



Graph no 3

Comparison between pre & post test score of mean of emotional maturity scale

Through this graph it is seen that the mean of the post test of emotional maturity is remarkably less than the mean of the pre test. That means effectiveness of all the activities which were run for emotional maturity development were significant.

Null hypothesis no. 2

2 There is no significant difference between pre & post test academic achievement of mean of the D. T. Ed. Student teachers.

Table no 5

Mean, S.D., 't' Test of pre & post test of academic achievement .

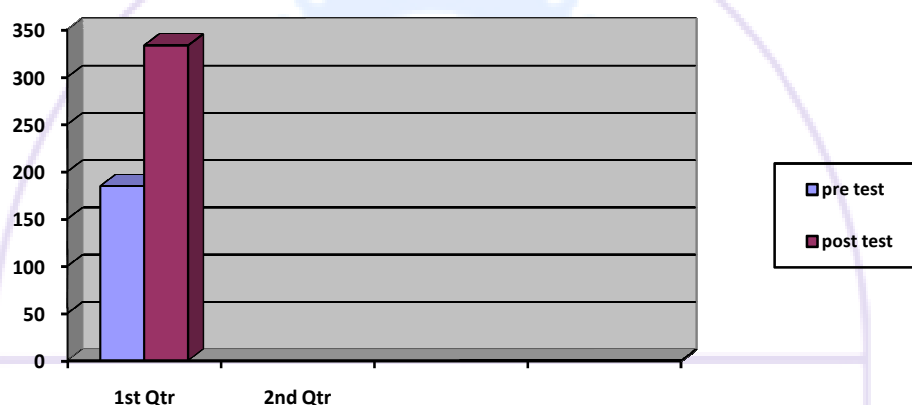
Sr. no.	Test type	Student teacher	Mean	S. D.	correlation	't' value	df	level	Table Value

1	Pre test	50	184.5	14.3	0.39	53.71	49	0.01	2.68
2	Post test	50	333.3	20.2					

T value 53.71 is Significant on 49 df at 0.01 level

Observation & Interrelation

Calculate 't' value is significant. So the null hypothesis is rejected & alternative research hypothesis is accepted. That means all the activities are seen effective. It is indicated by the following graph.



Graph no 4

Comparison between pre & post test score of mean of academic achievement.

In this graph there has seen growth in the mean of post test than pre test.

Discussion of conclusion

1 It has seen that emotionally unstable & extremely unstable D.T. Ed. Student teachers scale is large in the present study of emotional maturity.

2 Extremely stable & moderately stable D.T. Ed. Student teachers scale is very little about emotional maturity (21%) (Table 1.2)

According to maya meshram, sarita modak (2000),Yogita shimpi, Deepak patil (2006), unstable & extremely unstable D.T. Ed. Student teachers scale is large that is seen in the above outcome.

It has seen because of mental problems, inferiority feelings, hate others, ego, to feel ourself appropriate, to be pessimistic, not to obey others & not to agree with others & not to agree with others thought etc.

3 It has seen that emotional maturity development programme is useful. (Table 1.3)

In the above outcome of the Research sandip Tilekar (2011), Supriya Joshi (2007), usha Rekha (2005), Radha Mohan (2009) also have seen the effectiveness of their programme.

4 The programme has seen effective which was run for emotional maturity development (Table 1.4)

Sandip Tilekar (2011), Supriya Joshi (2007), Usha Rekha (2005), Radha Mohan (2009) have also seen development of emotional maturity due to their programmes. This outcome has come. By doing comparison between pre & post test of mean. With the help of different activities emotional maturity is developed.

In short the effectiveness of the activity has seen significant.

5 There has seen positive effect of emotional maturity development programme on D. T. Ed. Student teachers academic achievement. This outcome has taken from post annual exams total score percentage (Table 1.7)

Sabapatya T. (1986), Ajay kumar patil menan chandran (2004), Usha Rekha (2009) they have also seen positive effect of emotional maturity development programme on academic achievement.

Thought this outcome, it has told there is seen positive effect of emotional maturity development programme on academic achievement.

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Emotional maturity scale (Ems) test and manual.

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