

Research Article

IMPACT OF MARITAL STATUS, LOCALITY AND STREAM ON EMOTIONAL MATURITY AMONG FEMALE PROSPECTIVE TEACHERS

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ABSTRACT

Emotional maturity in teachers has a profound positive impact on their relationships and overall well-being. Emotionally mature teachers are able to manage stress, remain calm under pressure, and create a positive learning environment. They control their emotions, remain calm even in challenging situations and create an environment conducive to learning. The present study was conducted to examine the influence of marital status, locality and stream on the emotional maturity of female prospective teachers. The investigator employed descriptive research methodology to facilitate the execution of the present study. He selected a representative sample of 200 female prospective teachers through simple random sampling method from five colleges of teacher education located in five districts of Arunachal Pradesh. He used the standardized emotional maturity scale developed by Dr. Yashveer Singh and Dr. Mahesh Bhargava to collect the data. Statistical techniques, particularly percentage, mean, standard deviation and t-test were employed to comprehensively analyze and interpret the collected data. The investigator found that a large number of female prospective teachers were emotionally immature. Unmarried female prospective teachers were somewhat less emotionally mature than their married counterparts. Emotional instability, emotional regression, social maladjustment and personality disintegration were more prevalent among female prospective teachers from urban areas than female prospective teachers from rural areas. Female prospective teachers from the science stream were somewhat less emotionally mature than female prospective teachers from the arts stream.

Keywords: impact, marital status, locality, stream, emotional maturity, female prospective teachers.

INTRODUCTION

The entire system of education revolves around the teacher. Teachers play an important role in improving the quality of education. Teacher responsibility aids in decision making and promotes healthy interpersonal relationships among students. For this, emotional maturity and education are deeply intertwined. Emotional maturity refers to the ability to identify, understand, and manage one's own emotions, as well as to empathize with others. Education plays a vital role in promoting emotional maturity and conversely emotional maturity can enhance the educational experience. Education develops social skills such as communication, conflict resolution and teamwork, promotes emotional intelligence in identifying and managing emotions and developing self-awareness, prepares the individual to cope with stress, increases resilience, and provides self-awareness to individuals to understand their strengths, weaknesses and values to become emotionally mature individuals. On the other hand, an emotionally mature person improves academic achievement, creates a positive classroom environment and promotes cooperation and respect, understands and supports peers and promotes a harmonious school community and communicates effectively with teachers. Thus, an effective bond between emotional maturity and education creates a supportive learning environment to promote holistic development, empowering students to grow academically, socially, and emotionally.

Emotions are present in every human being. The word 'emotion' is derived from the Latin word 'emovere' which means 'to excite', 'to agitate' or stimulate. These are the emotions that help us take important decisions in our lives. Emotions facilitate our attitudes and

behavior toward the achievement of our goals. Emotions are complex states that form the basis of sensations, actions, and physiological changes such as happiness, fear, anger, and excitement. They are the prime motivators of our thoughts and behavior. They shape the attitude and behaviour of the individual. If emotions are controlled, they can resolve conflict effectively. However, if they are not managed effectively, they can intensify the conflict, increase tension and make the situation more difficult to resolve and lead to the development of various psychological problems that significantly affect one's personal, social and professional life. Emotions are our reactions to the world around us, and they are made up of a combination of our thoughts, feelings, and actions.

Emotional maturity is considered one of the most important determinants in the development of individual personality, behaviour, and attitudes and it aids in the importance of interpersonal relationships and self-worth. Emotional maturity is an important factor in shaping the personality, attitudes and behaviour of adolescents, in accepting responsibility, making decisions and working in groups, developing good relationships, and enhancing self-worth. A high level of awareness about responsibilities and emotions is crucial for effective and efficient teaching strategies, and approaches in educational institutions. Emotional maturity in teachers has a profound positive impact on their relationships and overall well-being. They are able to manage stress, remain calm under pressure, and create a positive learning environment. They build stronger and more empathetic relationships with students, colleagues, and parents. They communicate clearly, listen actively and resolve conflicts constructively. They adapt to changing circumstances, handle setbacks, and maintain a positive attitude. They recognize the biases and strengths of their emotions, which lead to continued professional growth. They foster an inclusive space for students to grow and communicate openly in any situation. On the other hand, students develop necessary skills by learning emotional intelligence from

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teachers. They perform better academically and show greater motivation. Thus, emotional maturity plays an important role in teaching that impacts both teachers' well-being and students' learning experience.

REVIEW OF RELATED LITERATURE

Sharma, et al., (2013) conducted a study of relationship between emotional maturity and adjustment and found that boys and girls studying in secondary classes were significantly differed in their adjustment and emotional maturity. There was no significantly negative correlation among adjustment and emotional maturity of students studying in secondary classes. There was no direct significant correlation among adjustment and emotional maturity of students studying in secondary classes but independently both factors affect the academic performance.

Rani and Kumari (2014) conducted a study of emotional maturity of D Ed students in relation to their adjustment. It was found that there was a high positive relationship between emotional maturity and adjustment. Girls had more emotional immaturity than boys and boys were well adjusted than girls.

Perumal and Rajguru (2015) conducted a study on the emotional maturity of B Ed student-teachers and found that there was no significant difference between the male and female B Ed teacher in their emotional level. There was no significant difference between rural male and rural female B Ed student teachers in their emotional level. There was no significant difference between urban male and urban female B Ed student teachers in their emotional level. There was no significant difference between nuclear family male and joint family male B Ed student teachers in their emotional level. There was no significant difference between nuclear family female and joint family female B Ed student teachers in their emotional level.

Anand (2017) examined the relationship between emotional maturity and academic achievement of prospective teachers and found that there was no significant difference in academic achievement between two levels of emotional maturity of prospective teachers. This means that different levels of emotional maturity (mature or immature) of prospective teachers essentially determined their academic achievement. The investigators also found that there was a positive relationship between emotional maturity and academic achievement of prospective teachers.

Premkumar (2018) studied the emotional maturity of secondary school teachers and found that secondary school teachers were found to be extremely stable in terms of emotional maturity. There was no significant difference in the emotional maturity of male and female teachers. However, there was a significant difference in the emotional maturity of rural and urban secondary school teachers. There was also a significant difference in the emotional maturity of married and unmarried teachers.

Abdunnazar (2018) examined the relationship between emotional maturity and teacher efficacy among pre-service teachers and found that there was a significant difference in emotional maturity between pre-service male and female teachers. The emotional maturity of male pre-service teachers was higher than that of female pre-service teachers. It was also found that there was no significant difference in emotional maturity among pre-service teachers based on stream of subjects. There was a significant difference in teacher efficacy between male and female preservice teachers. There was also no significant difference in teacher efficacy between arts and science pre-service teachers based on subject stream. Thus, this study revealed that male preservice teachers had comparatively greater emotional maturity than female preservice teachers.

Sameer (2018) conducted a study on the effect of emotional maturity on student-teacher anxiety. The investigator found that there was a significant impact of emotional maturity of student teachers on their anxiety. There was a significant difference between all the four levels of emotional maturity in respect of students teachers, but extremely stable and moderately stable did not differ significantly in respect of student teachers anxiety. It was also observed that extremely unstable student teachers had higher level of anxiety than unstable, moderately stable and extremely stable student teachers. In short, student teachers with high emotional maturity had significantly lower anxiety than those with lower emotional maturity.

Srinivasan and Pugalenti (2019) studied emotional maturity and teaching competence among prospective teachers and found that there was no significant difference in the emotional maturity of prospective teachers regarding gender. There was no significant difference in the teaching ability of prospective teachers with respect to gender. There was no significant difference in their mean emotional maturity scores with the type of college.

Nataraj (2020) conducted a study of the emotional maturity of teacher trainees in relation to their gender, locality, and type of family and college and found that the mean emotional maturity score of male teacher trainees was statistically and significantly different from that of female teacher trainees. There was no statistically significant difference in the mean emotional maturity scores of rural and urban teacher trainees. Similarly, there was no statistically significant difference in the mean scores of emotional maturity scores of teacher trainees from joint and nuclear families.

Shafiuddin (2022) examined the relationship between emotional maturity and teacher effectiveness. He found that emotionally mature teachers were more effective than emotionally immature teachers. Gender differences made no difference between the mature groups in comparison to teacher effectiveness

Meena et al., (2023) conducted a comparative study of emotional maturity of prospective teachers in relation to gender and locality and found that there was no significant difference of emotional maturity of prospective teachers between gender and locality. Because, different levels of emotional maturity (mature or immature) of prospective teachers did necessarily determined their gender and locality.

NEED OF THE STUDY

Teachers are called nation builders. A teacher is closest to students than any other during his/her teaching profession. This shows that a teacher has a strong emotional bond with students. The teacher influences the physical, intellectual, social, moral, emotional, cultural and spiritual development of students. Along with these aspects, the emotional aspect is very important for an effective teacher while dealing with students. Emotional immaturity leads to the development of neurotic behavior of a person. Without emotional maturity and normal behavior, no one can imagine a developed society. It is important that the teacher is emotionally mature as he/she plays a vital role in shaping and moulding the habits, interests, emotional behaviour and character of the students.

As there are 10 private teacher education institutes affiliated to Rajiv Gandhi University, Doimukh, Itanagar (also running B.Ed. courses) in seven out of 28 districts of the state of Arunachal Pradesh. There is no government teacher education college in the state offering B.Ed. and BA B.Ed. courses. Every year more than 1000 students are getting B.Ed degrees. It is noteworthy that the number of girls enrolling in B.Ed course and consequently obtaining its degree has been more than that of boys. Relevant studies from the review of related literature indicate that in-service and pre-service female teachers are found to be less emotionally mature than their male

counterparts (Abdunnazar 2018). There was also a significant difference in the emotional maturity of rural and urban secondary school teachers. There was also a significant difference in the emotional maturity of married and unmarried teachers (Premkumar 2018, Nataraj 2020). Therefore the aim of the present study was to investigate the emotional maturity of female prospective teachers of Arunachal Pradesh in relation to specific demographic variables i.e. marital status, locality and academic streams. The findings of the study will be of great significance to the administration of teacher education institutions imparting teacher training to females in particular and both genders in general. The training given during this period is expected to develop psychological abilities in the teacher trainees to deal with different situations and cope with teaching-learning problems.

Statement of the Problem

Impact of Marital Status, Locality and Stream on Emotional Maturity among Female Prospective Teachers

Objectives of the Study

The study was conducted to achieve the following objectives:

1. To compare the levels of emotional maturity among female prospective teachers
2. To compare the emotional maturity between married and unmarried female prospective teachers with respect to the following dimensions:
 - i. Emotional instability
 - ii. Social maladjustment
 - iii. Emotional regression
 - iv. Personality disintegration
 - v. Lack of independence
3. To compare the emotional maturity between rural and urban female prospective teachers with respect to the following dimensions
 - i. Emotional instability
 - ii. Social maladjustment
 - iii. Emotional regression
 - iv. Personality disintegration
 - v. Lack of independence
4. To compare the emotional maturity between arts and science stream female prospective teachers with respect to the following dimensions:
 - i. Emotional Instability
 - ii. Social maladjustment
 - iii. Emotional regression
 - iv. Personality disintegration
 - v. Lack of independence

Hypotheses of the Study

The following hypotheses were formulated for the present study:

H1: There was no significant difference in the mean scores of emotional maturity between married and unmarried female prospective teachers with respect to:

- i. Emotional instability
- ii. Social maladjustment
- iii. Emotional regression
- iv. Personality disintegration
- v. Lack of independence

H2: There was no significant difference in the mean scores of emotional maturity between rural and urban female prospective teachers with respect to:

- i. Emotional instability
- ii. Social maladjustment
- iii. Emotional regression
- iv. Personality disintegration
- v. Lack of independence

H3: There was no significant difference in the mean scores of emotional maturity between arts and science stream female prospective teachers with respect to:

- i. Emotional instability
- ii. Social maladjustment
- iii. Emotional regression
- iv. Personality disintegration
- v. Lack of independence

Delimitations of the Study

The current study was delimited to the following aspects:

- ❖ The five out of 10 private colleges of teacher education in the state of Arunachal Pradesh.
- ❖ A sample of 200 female prospective teachers
- ❖ The use of emotional maturity scale
- ❖ The three demographic factors : marital status, locality and academic stream
- ❖ The use of statistical techniques i.e. percentage, mean, standard deviation and t-test.

Operational Definitions of the terms used

The operational definitions of the terms used in the current study were described in the following points:

- ❖ **Emotional Maturity** refers to the mean scores obtained on the application of standardized emotional maturity scale developed by Dr. Yeshvir Singh and Dr. Mahesh Bhargava on the sampled subjects to study the impact of their marital status, locality and academic stream on it.
- ❖ **Female Prospective teachers** refer to individuals who were taken for sampling and subsequent data collection from five private colleges of teacher education in the state of Arunachal Pradesh.
- ❖ **Marital status** refers to the married and unmarried female prospective teachers
- ❖ **Locality** refers to the rural and urban female prospective teachers
- ❖ **Stream** refers to female prospective teachers of arts and sciences.

RESEARCH METHODOLOGY

The prime objective of the current investigation was to examine the impact of marital status, locality and stream on emotional maturity of female prospective teachers studying in private teacher education colleges of Arunachal Pradesh. Therefore, the research methodology was structured in the following ways:

- ❖ **Research method:** The investigator used the descriptive research method to facilitate the execution of the present study.
- ❖ **Population:** The target population consisted of all female prospective teachers studying in private teacher education institutions of Arunachal Pradesh. This broad inclusion aimed to

capture a diverse range of experiences and perspectives related to emotional maturity.

- ❖ **Sampling technique:** The researcher used a simple random sampling technique aimed at including female prospective teachers who could provide insight into the phenomenon of emotional maturity
- ❖ **Sample:** In the present investigation, the investigator selected a representative sample of 200 female prospective teachers through simple random sampling method from five colleges of teacher education located in different districts of Arunachal Pradesh as shown in following table no 1:

Table no 1: Sampled Colleges of Teacher Education

Sr.no.	Names Of The College Of Education	Number
1	Denning College For Teacher Education, Tezu, Lohit District.	40
2	Mahabodhi Degree College Namsai, Namsai district	40
3	Kasturva Gandhi College Of Education ,Lower Dibang Valley District (Roing)	40
4	Siang College Of Education, Passighat, East Siang District.	40
5	Dony Polo Teacher Training Institute, Itanagar, Pampure District.	40
Total		200

Therefore, sampling distribution of sampled 200 female prospective teachers was shown in table no.2

Table no. 2: Sampling Distribution of 200 Girls Prospective Teachers

Total female Prospective Teachers 200							
Married Girls Prospective Teachers 41				Unmarried Girls Prospective Teachers 159			
Rural female Prospective Teachers 24		Urban female Prospective Teachers 17		Rural female Prospective Teachers 118		Urban female Prospective Teachers 41	
arts stream	science stream	arts stream	science stream	arts stream	science stream	arts stream	science stream
20	4	10	7	90	28	26	15

Research Tool Used

The investigator used the standardized emotional maturity scale developed by Dr. Yashveer Singh and Dr. Mahesh Bhargava to collect the data. This scale consists of 48 items relating to five broad factors of emotional maturity including emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. Each statement in the scale was scored 5, 4, 3, 2, and 1 for very much, much, undecided, probably, and never, respectively.

Each factor i.e. emotional instability, emotional regression, social maladjustment and personality disintegration comprises 10 items while the lack of independence factor comprises only eight items. Hence the maximum score can be 240 and the minimum score can be 48. Based on the scores obtained, respondents with scores between 50-80 were considered highly stable, respondents with scores between 81-89 were considered moderately stable, respondents with scores between 89-106 were considered unstable and respondents with scores between 107-240 were considered highly unstable. Higher scores mean lower emotional maturity and vice versa. The reliability of the scale was determined by test-retest

and the internal consistency was 0.75 while the validity of the scale was 0.64.

Procedure for Data Collection

The researcher collected the data by personally visiting the sample institutions. First, the researcher introduced himself to the female student-teachers and established rapport with them. Then they were given the emotional maturity scale. The researcher read the instructions and asked the female students-teachers to fill out the scale. They were also told that their answers would be kept confidential and would not be shown to anyone. Students were asked to place a tick mark (✓) in the category they thought best fit each item. After completion, the scales were collected and subjected to a scoring process.

ANALYSIS AND INTERPRETATION OF THE STUDY

The data collected from a group of 200 female prospective teachers from selected five teacher education colleges of Arunachal Pradesh were analyzed and interpreted using appropriate statistical methods, paying careful attention to the objectives and hypotheses of the study. Following the accumulation of data, each booklet belonging to the emotional maturity scale went through a scoring process. Based on the marks obtained by each female prospective teacher, the researcher analyzed the difference in the level of emotional maturity among the female prospective teachers across demographic variables i.e. marital status, locality and stream. Statistical techniques, particularly percentages, mean, standard deviation and t-test, were used to comprehensively analyze and interpret the data based on a significance level of 0.05 so as to present the findings of the study in the following ways:

Classification of Levels of Emotional Maturity among Female Prospective Teachers

In order to determine the levels of emotional maturity among female prospective teachers, the scores were classified by the investigator according to the criteria established by the authors of emotional maturity scale namely Dr. Yeshvir Singh and Dr. Mahesh Bhargava in their manual which is given in the table no.3 as below:

Table no.3: The levels of emotional maturity

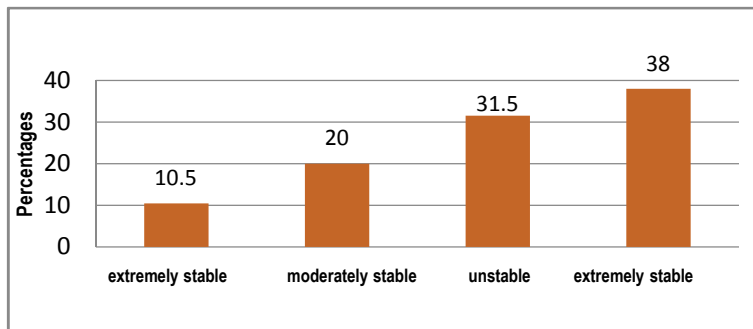
Scores	Interpretation
50-80	Extremely Stable
81-88	Moderately Stable
89-106	Unstable
107-240	Extremely Unstable

Table no. 3 reveals that the higher the score on the scale, greater the degree of the emotional immaturity and vice-versa. Therefore percentage wise classification of levels of emotional maturity among female prospective teachers is presented in the table no. 4 :

Table no.4: Percentage wise classification for levels of emotional maturity among female prospective teachers

Scores	Levels of emotional maturity	Number of prospective teachers	Percentages
50-80	Extremely Stable	21	10.50
81-88	Moderately Stable	40	20.00
89-106	Unstable	63	31.50
107-240	Extremely Unstable	76	38.00
Total		200	100.00

Figure 1: Percentage wise classification for levels of emotional maturity among female prospective teachers



It is evident from the table no.4 and figure no. 1 that 38% of female prospective teachers were extremely unstable and 31.5% of female prospective teachers were unstable while 20% of female prospective teachers are moderately stable and 10.5% of female prospective teachers were extremely stable. Therefore it is concluded that a large strength of female prospective teachers were not emotionally stable.

Testing of null hypothesis H1

The statistical analysis of null hypothesis H1 i.e. there was no significant difference in mean scores of dimensions of emotional maturity between married and unmarried female prospective teachers, was shown in table no. 5.

Table No. 5: Statistical Analysis for Significant Mean Scores Difference in dimensions of Emotional Maturity between Married and Unmarried Female Prospective Teachers

Sr.No	Dimensions	Married female 41		Unmarried female 159		SED _M	t-value	Significance Level
		Mean	SD	Mean	S D			
1	Emotional Instability	22.77	4.28	23.11	7.01	0.79	0.43	NS
2	Emotional Regression	20.5	1.32	22.9	6.90	0.59	4.06	S
3	Social Maladjustment	21.04	7.6	23.43	5.83	0.98	2.43	S
4	Personality Disintegration	19.91	4.95	24.38	3.34	0.62	7.20	S
5	Lack Of Independence	20.32	6.48	21.06	4.99	0.83	0.89	NS

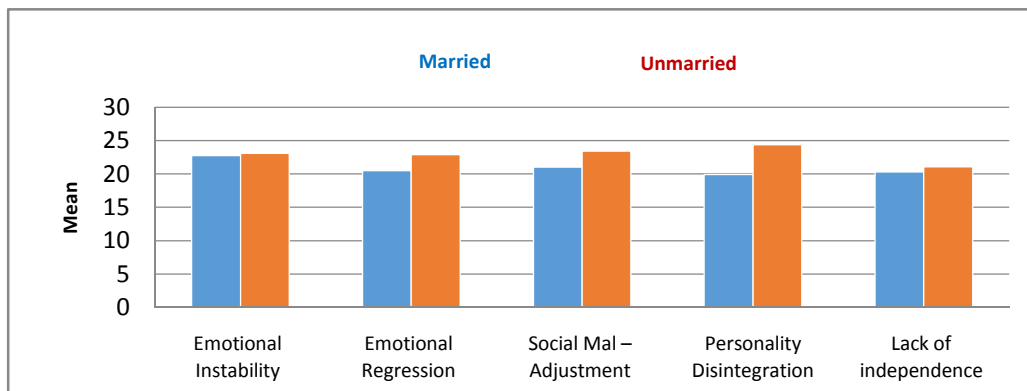
Degree of freedom=198 and critical value of t is 1.97 at 0.05 level of significance

SD : Standard deviation, NS : Not Significant and S : Significant

SED_M: Standard error of difference between mean

Table no.5 reveals that there was no significant mean scores difference in emotional instability and lack of independence dimensions of the emotional maturity between married and unmarried female prospective teachers. But there was a significant mean scores difference in emotional regression, social mal-adjustment and personality disintegration dimensions of the emotional maturity between married and unmarried female prospective teacher.

Figure 2: Mean Scores Difference in dimensions of Emotional



However, the figure 2 of bar chart reveals that unmarried female prospective teachers were more emotionally immature than their married counterparts.

Testing of null hypothesis H2

The statistical analysis of null hypothesis H2 i.e. there was no significant difference in the mean scores of dimensions of emotional maturity between rural and urban female prospective teachers is given in the table no 6.

Table no.6: Statistical analysis for Significant Mean Scores Difference in Dimensions of Emotional Maturity between Rural and Urban female Prospective Teacher

Sr.No	Dimensions	Rural N=142		Urban N= 58		SED _M	t-value	Significance Level
		M	SD	M	SD			
1	Emotional Instability	22.04	6.01	22.23	6.25	1.03	.069	NS
2	Emotional Regression	23.90	6.29	24.12	1.87	3.23	1.38	NS
3	Social Mal –Adjustment	21.78	5.44	21.92	5.6	1.07	.94	NS
4	Personality Disintegration	20.27	6.28	23.07	4.62	.80	1.56	NS
5	Lack of independence	23.43	5.93	22.51	5.29	.88	.91	NS

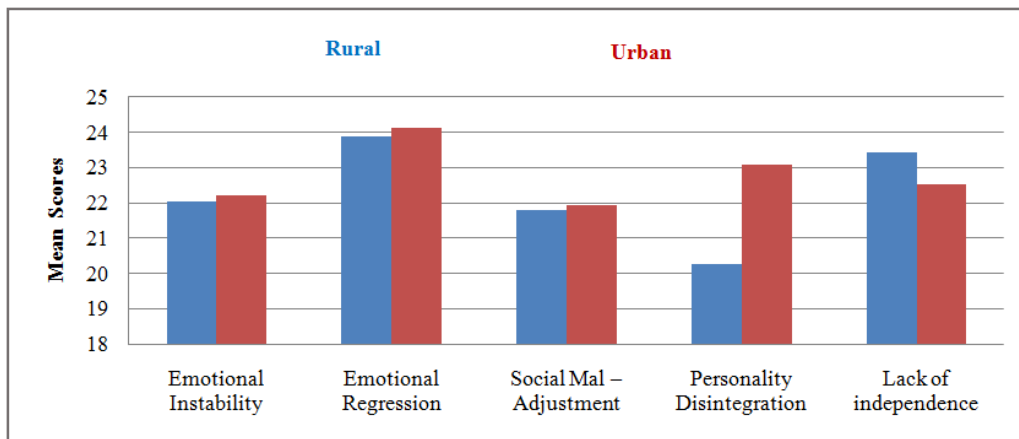
Degree of freedom=198 and critical value of t is 1.97 at 0.05 level of significance

SD : Standard deviation, NS : Not Significant and S : Significant

SED_M: Standard error of difference between mean

Table no.6 reveals that there was no significant mean scores difference in emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence dimensions of the emotional maturity between rural and urban female prospective teachers.

Figure 3: Mean Scores Difference in Dimensions of Emotional Maturity between Rural and Urban female Prospective Teacher



It is obvious from the figure 3 of bar chart that urban female prospective teachers had slightly more emotional instability, emotional regression, social maladjustment and personality disintegration than rural female prospective teachers. However rural female prospective teachers showed more lack of independence than urban female prospective teachers.

Testing of null hypothesis H3

The statistical analysis of null hypothesis H3 i.e. there was no significant difference in mean scores of dimensions of emotional maturity between female prospective teachers of arts and science stream, is shown in table no. 7.

Table no.7 : Statistical Analysis of Significant Mean Scores Difference in dimensions of Emotional Maturity between Arts and Science Stream Female Prospective Teacher

Sr.No	Dimensions	Arts Stream N=146		Science Stream N=54		SED _M	t-value	Significance Level
		M	SD	M	SD			
1	Emotional Instability	23.09	7.01	23.13	7.25	1.01	.039	NS
2	Emotional Regression	21.89	7.29	23.32	.87	4.12	0.38	NS
3	Social Mal –Adjustment	21.78	6.44	22.72	7.6	1.00	0.94	NS
4	Personality Disintegration	22.17	4.58	22.57	3.69	.60	0.66	NS
5	Lack of independence	20.33	6.33	21.05	5.22	.88	0.81	NS

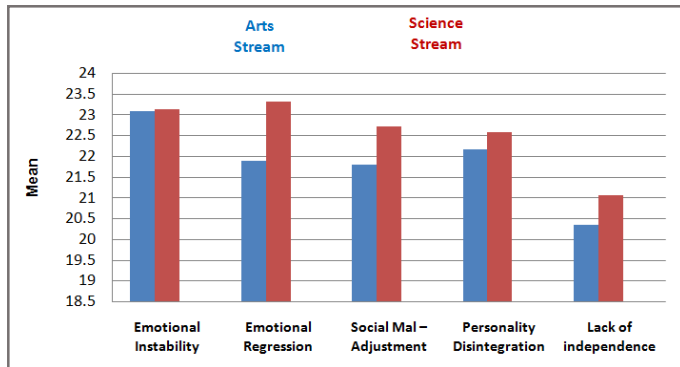
Degree of freedom=198 and critical value of 't' is 1.97 at 0.05 level of significance

SD : Standard deviation, NS : Not Significant and S : Significant

SED_M: Standard error of difference between mean

Table no.7 reveals that there was no significant difference in mean scores of emotional instability, emotional regression, social mal-adjustment, personality disintegration and lack of independence Dimensions of the emotional maturity between arts and science stream female prospective teachers.

Figure 4 : Mean Scores Difference in dimensions of Emotional Maturity between Arts and Science Stream Female Prospective Teacher



However, the figure 4 of the bar chart shows that female prospective teachers from science stream were less emotionally mature than female prospective teachers from arts stream.

DISCUSSION OF THE RESULTS

In the light of findings of the current study, the investigator presented the discussion in order to authenticate the results with help of the previous pertinent studies:

1. A large strength of female prospective teachers was found emotionally immature. This result is supported by Abdunnazr (2018) who examined the relationship between Emotional maturity and teacher competence among pre-service teachers and found that male pre-service teachers had comparatively more emotional maturity than female pre-service teachers.
2. It was found that there was no significant difference in mean scores of emotional instability and lack of independence dimensions of the emotional maturity between married and unmarried female prospective teachers. However, there was significant difference in mean scores of emotional regression and social mal-adjustment dimensions of the emotional maturity between married and unmarried female prospective teachers. Even it also evident from the figure 1 of bar chart that unmarried female prospective teachers were slightly less emotionally matures than married female prospective teachers. This result was supported by Premkumar (2018) who conducted a study of emotional maturity of secondary school teachers and found that there was also significant difference between married and unmarried teachers on their emotional maturity.
3. There was no significant difference in mean scores of emotional instability, emotional regression, social mal-adjustment, personality disintegration and lack of independence dimensions of the emotional maturity between rural and urban female prospective teachers. This result was supported by Perumal and Rajguru (2015) conducted a study on the emotional maturity of B Ed student-teachers and found that there was no significant difference between the rural and urban B Ed teachers on the emotional level. This argument was also supported by Nataraja (2020) who conducted a study of teacher trainees' emotional maturity in relation to their gender, locality, and family and college type and found that there was no statistically significant

difference in mean emotional maturity score between rural and urban female prospective teacher trainees.

4. There was no significant difference in mean scores of emotional instability, emotional regression, social mal-adjustment, personality disintegration and lack of independence dimensions of the emotional maturity between female prospective teachers of arts and science stream. This result was supported by Abdunnazr (2018) who examined the relationship between emotional maturity and teacher competence among pre service teachers and found that there was no significant difference in the emotional maturity among pre service teachers based on the stream of subjects.

EDUCATIONAL IMPLICATIONS

In the light of the discussion of the results, the investigator has highlighted some important suggestions for educational implications of the present investigation in the following points:

1. Though a large number of female prospective teachers were found to be emotionally immature, they need in-depth orientation about the perspective of teaching profession. Prospective female teachers should be trained to display restrained and balanced expression of emotions. Educational administrators need to manage teacher education curriculum that provides prospective teachers with extensive field experience and practical opportunities to become emotionally mature teachers. The strengths and weaknesses through the use of ICT resources should become part of the discussion so that the entire community of prospective teachers can be aware of the real situations (Abdunnazar 2018).
2. However, there was a significant difference in mean score of emotional regression and social maladjustment dimensions of emotional maturity between married and unmarried prospective female teachers. Even unmarried female prospective teachers were somewhat less emotionally mature than their married counterparts. Teacher educators need to enhance the emotional maturity of prospective female teachers through intensive practice teaching. They should be trained to cope with any situation inside and outside the institute premises. Teacher educators need to equip prospective teachers with mechanisms to enhance their competency in teaching by mastering the subject matter taught in real class room situations (Meena et al. 2023).
3. However, there was no significant difference in the mean score of emotional maturity dimensions between rural and urban female prospective teachers. Figure 2 of bar chart shows that urban prospective female teachers had slightly more emotional instability, emotional regression, social maladjustment and personality disintegration than the rural female prospective teachers. However, rural prospective female prospective teachers reported a greater lack of independence than urban female prospective teachers. Hence there is a dire need to enhance the emotional maturity of female prospective teachers, which would be possible to develop through creative and social activities like games, sports, dramatics, projects and similar curricular and co-curricular activities (Srinivasan and Pugalenth 2019).
4. Though there was no significant difference in the mean score of dimensions of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence between female prospective teachers of arts and science streams, Figure 3 of the bar chart shows that the female prospective teachers of science stream were slightly less emotionally mature than the

female prospective teachers of arts stream. Hence, there is a dire need to organize workshops, seminars and conferences to promote skills, confidence and participation in work as well as a healthy sense of humour, which are basic to emotional maturity. Therefore, work ethics, balanced work and healthy lifestyle should be emphasized during studies (Rani and Kumari 2014) .

5. In addition, education administrators and policy planners need to introduce yoga training and group interaction training programs in the B Ed curriculum so that the prospective teachers can learn to control stress, emotion and hostility and become an effective teacher in the future.

CONCLUSION

Emotionally mature teachers empathize with students' struggles and feelings and provide individualized support and guidance. They can adapt to changing circumstances, curriculum demands, and the diverse needs of students. They engage in reflective practice to identify areas for improvement and develop their teaching skills. They demonstrate emotional intelligence, social skills, and self-awareness and inspire students to develop these qualities. Hence, researchers, academics and policy planners need to conduct qualitative and in-depth research studies on emotional maturity from diverse cultural perspectives. In this regard, the National Education Policy emphasized the urgent need for revitalization through radical action to raise the standard and restore the integrity, credibility, efficacy and high quality standard of teacher education institutions (NEP 2020, para.15.2)

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