

The Emotional Maturity among Gujarati Medium and English Medium School Teachers

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ABSTRACT

Aim of the research is to find out the Emotional maturity among Gujarati and English medium School teachers. So investigator selected two groups one is Gujarati medium school teachers and other is English medium school teachers, both groups have 400 persons. In one group has 200 and other one groups has 200 persons. The all subjects were randomly selected. Data were collected from Ahmadabad district. Scale was use for data collection is personal datasheet and Emotional maturity scale developed by Roma pal (1988), and data were analysis by "t" test. Result show, There is no significant difference between the Emotional maturity of Gujarati and English medium school teachers. There is no significant difference between the Emotional maturity of secondary and higher secondary school teachers.

1. Introduction

Education leaves a lasting impression on every Human being. Every age bring forth its own value. With the development in technology and corresponding evolution of the objectives of education, the Aims of Education also undergo changes. Education of human child is similar all over the world. System of education Administration is a latest development. Here Systems of education in different countries are examined. The purpose and assimilate good points of education from other countries in order to improve teaching and learning process.

Emotion is the complex psycho physiological experience of an individual's state of mind as interaction with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviours and conscious experience." Emotion is associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behaviour, while emotions provide the affective component to motivation, positive or negative. A related distinction is between the emotion and the results of the emotion, principally behaviours and emotional expressions. People often behave in certain ways as a direct result of their emotional state, such as crying, fighting or fleeing. If one can have the emotion without a corresponding behaviour, then we may consider the behaviour not to be essential to the emotion.

The emotional aspect of maturity is the most important factor in the development of the comprehensive mature personality, especially for the gifted. This is the global factor of emotional maturity which is the strength to actualize individual abilities within the frame of social demands.

According to **Goleman (1995)**, we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness,

thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two".

According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra-personally.

Kaplan and Baron elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

There are many various factors are put its effect on Emotional Maturity one of them is women. Present research is done to know that effect of working and non working women on Emotional Maturity.

2. Aims of the study

1. To study of the Emotional maturity among Gujarati and English medium school teachers.
2. To study of the Emotional maturity among Secondary and Higher secondary school teachers.

3. Hypothesis

1. There is no difference between Emotional maturity of Gujarati and English medium school teachers.
2. There is no difference between Emotional maturity of Secondary and Higher secondary school teachers.

4. Methodology

▪ **Sample:**

For this study 400 samples selected from Ahmadabad city. The sample was taken as per following schedule:

- 1) Total no. of sample-400
- 2) Person of the sample- School teachers
- 3) Medium of school- Gujarati and English medium school teacher.
- 4) Level of school- Secondary and higher secondary school teachers.

▪ **Tools used:**

The following tools were used in the present study:

Emotional maturity scale: Emotional maturity scale developed by Roma Pal (1988) was used to measure emotional maturity the scale contains 40 items with totally agree, neutral, generally, disagree and totally disagree. Response alternative the responses were marked 5,4,3,2 and 1 respectively and from the responses we had to select only one response in every sentence. 5 for tick mark totally agree, 4 for tick mark agree, 3 for tick mark neutral, 2 for tick mark disagree and 1 for tick mark totally disagree. The maximum possible score is 200 and minimum is 40. Scoring pattern shows that more score indicates less emotional maturity. The less score in the scale indicates good (more) emotional maturity.

The reliability score of emotional maturity scale comes to 0.84, derived by the split half method, obtained from the sample of 200 students. The researcher of the present research has found out the reliability score as 0.81, by using split-half technique on the sample of 50 students.

▪ **Statistical Analysis:**

In this study “t” was used for statistical analysis.

5. Result and Discussion

1) Emotional Maturity with reference to Medium:-

The effect of Gujarati and English medium school teachers on their emotional maturity was examined the result are presented in table No. 1.

**Table No:1
(N=400)**

Mean, SD and ‘t’ value of Emotional maturity with reference to Gujarati and English medium of school teachers.

Medium	N	Mean	SD	‘t’
Gujarati	254	131.47	13.20	0.25(NS)
English	146	131.11	14.46	
NS= Not significant				

To study about there is significant difference or not between Emotional maturity of Medium of school teachers, null hypothesis No. 1 was constructed.

Ho. 1. There is no difference between Emotional maturity of Gujarati and English medium School teachers.

When ‘t’ value was calculated to know statistical significant of mean difference, no significant difference was observed between Gujarati and English medium of school teachers. ‘t’ value is 0.25 (Table No. 1) which is statistically not significant. It is revealed in table No.1 that mean score of Emotional maturity of Gujarati and English medium of school teachers are 131.47 and 131.11 respectively. The difference between two is very negligible. Hence, the null hypothesis No. 1 is accepted and it is conclude that, there is no significant difference between the Emotional maturity of Gujarati and English medium of school teachers.

2) Emotional Maturity with reference to teaching level:

The effect of secondary and higher secondary school teachers on their emotional maturity was examined the result are presented in table No. 2.

**Table No: 2
(N=400)**

Mean, SD and ‘t’ value of Emotional maturity with reference to secondary and higher secondary of school teachers.

Teaching level	N	Mean	SD	‘t’
Secondary	259	131.66	13.339	0.64(NS)
Higher	141	130.74	14.15	
NS= Not significant				

To study about there is significant difference or not between Emotional maturity of Teaching level of school teachers, null hypothesis No. 2 was constructed.

Ho.2. There is no difference between Emotional maturity of secondary and higher secondary school teachers.

When ‘t’ value was calculated to know statistical significant of mean difference, no significant difference was observed between Secondary and higher secondary of school teachers. ‘t’ value is 0.64 (Table No. 2) which is statistically not significant. It is revealed in table No.2 that mean score of Emotional maturity of secondary and higher secondary of school teachers are 131.66 and 130.74 respectively. The difference between two is very negligible. Hence, the null hypothesis No. 2 is accepted and it is concluding that, there is no significant difference between the Emotional maturity of secondary and higher secondary of school teachers.

6. Conclusion

There is no significant difference between Emotional maturity of Gujarati and English Medium School teachers.

There is no significant difference between Emotional maturity of Secondary and higher secondary School teachers.

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