



THE IMPACT OF ANXIETY ON THE EMOTIONAL MATURITY OF TEACHER TRAINEES

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Abstract

In this study the research problem is "The Impact of Anxiety on the Emotional Maturity of Teacher Trainees" being the need of the hour in this technical period. Emotions play a significant role in human life both personal and social. An Emotionally mature person can utilize his energy properly for his betterment as well as for the betterment of the society. The access of intensity of any emotion be it positive or negative is harmful. One such emotion which is found in individuals is anxiety. In fact our age has been described as the "age of anxiety". Level of anxiety does effect the emotional patterns of the individual to large extent. Emotional maturity is an important factor for the success of the teacher. Because it enables him to understand the need of controlling unwanted anxiety in a manner which is helpful in the emotional development of students. Keeping in view, the researchers has made an attempt to study the impact of anxiety on the emotional maturity of the teacher's trainees. Emotional Maturity Scale-by Y.Singh and M.Bhargava. and Comprehensive Anxiety Test - by H.Sharma, R.L. Bhardwaj and M. Bhargava was used. The investigator used mean, S.D., S.E_M, C.R. and correlation to analyse and interpret the data. In this study the major findings indicate that majority of students of B.Ed. have average anxiety, some are falling in below average anxiety level, some fall in above average group. All the students of B.Ed. do not have higher maturity level. The impact of anxiety on emotional

maturity is different among male and female student of B.ED

Keywords: Anxiety, Emotional Maturity

Introduction :

One of educationally significant and important aspects of human growth is emotional development. Emotions are prime movers or motive forces of thought and conduct. . Emotions play a definite role in the process of learning and in the adjustment of the individual. Emotional maturity is essential factor for success in life. An emotionally immature person will direct all his energy to come to terms with his environment. .our age has been described as "**the age of anxiety**". It is recognized by psychologists that anxiety is much more prevalent in human beings than was suspected several decades ago. This level of anxiety is surely going to affect the emotional pattern of an individual. So this study attempts to study the impact of anxiety on the emotional maturity of students of B.Ed. This study is carried on students of B.Ed., the reason being that emotional maturity is an important factor for success of a teacher. It is the duty of teacher to help in proper emotional development of students. It is expected that future teachers must know the role that emotions play in teaching and learning process and impact of anxiety on emotional maturity.

Objectives

- 1) To investigate the anxiety patterns of students of B.Ed.
- 2) To study the emotional maturity level of students of B.Ed.
- 3) To study difference, if any, of impact of anxiety on the emotional maturity among male versus female students.

Hypotheses

- 1) The students of B.Ed. exists average level of anxiety.
- 2) The students of B.Ed. exists higher maturity level.



3) The impact of anxiety on the emotional maturity among male and female students of B.Ed.

Sampling Design

Every research design restore to sampling. In the present study purposive stratified random sampling have been used. The size of sample consisted of 100 students of B.Ed. of District Sirsa. The flow chart of sample is given below.

Tools Used

The data was collected on the basis of following test tools:-

- 1) Emotional Maturity Scale-by Y.Singh and M.Bhargava.
- 2) Comprehensive Anxiety Test - by H.Sharma, R.L. Bhardwaj and M. Bhargava. The investigator used mean, S.D., S.E_M, C.R. and correlation to analyse and interpret the data.

Analysis And Interpretation of Data

Table No. 1

ANXIETY LEVEL OF STUDENTS OF B.ED.

Anxiety level	Number of respondents	Number of Male students	Number of Female students
Above average anxiety	30	15	15
Average anxiety	45	16	29
Below average anxiety	25	19	6

Interpetations:

Table-1 shows that anxiety level of students of B. Ed. Out of 100 students, only 45 have average anxiety, out of which 16 are male and 29 are female students . 30 have above average anxiety out f which 15 are male and 15 are female and 25 have below average

anxiety out of which 25 are male and 6 are female. Though maximum numbers of students fall in average anxiety level but not all the students belong to average anxiety level. So it is concluded that all the students do not have average anxiety.

TABLE-2: LEVEL OF EMOTIONAL MATURITY OF STUDENTS OF B.ED

EMOTIONAL MATURITY LEVEL	TOTAL NUMBER OF RESPONDENTS	NUMBER OF B.ED STUDENTS MALE	FEMALE
Extremely stable	30	20	10
Moderately stable	22	9	13
Unstable	26	11	15
Extremely stable	22	10	12

Interpretations:

Table-2 shows the level of emotional maturity of 100 students of B. Ed. The table shows that 30 students are extremely stable out of which 20 are male and 10 are female ,

22 are moderately stable out of which 9 are male and 13 are female , 26 are unstable out of which 11 are male and 15 are female and 22 are extremely unstable out of which 10 are male and 12 are female So not all the students belong to higher maturity level.



TABLE-3
COMPARISON OF EMOTIONAL MATURITY OF MALE V/S FEMALE STUDENTS OF B.ED. HAVING ABOVE AVERAGE ANXIETY

CATEGORY	N	MEAN E.M	S.D	S.ED	C.R	REMARKS
Male	15	103	19.35	7.07	0.70	Not Significant
Female	15	108	19.4			

Interpretations:

Table-3 shows that there are 15 male and 15 female students having above average anxiety.

The mean of emotional maturity scores of male students is 103 and of female students is 108. So there is difference between means of two groups. The standard deviation for male students is

19.35 and for female students is 19.4. The value of C.R. is 0.70 which shows that difference is not significant.

So there is difference in emotional maturity level of male and female students having above average anxiety but it is not significant.

TABLE-3
COMPARISON OF EMOTIONAL MATURITY OF MALE V/S FEMALE STUDENTS OF B.ED. HAVING AVERAGE ANXIETY

CATEGORY	N	MEAN E.M	S.D	S.ED	C.R	REMARKS
Male	16	88	15.29	4.74	0.42	Not Significant
Female	29	90	15.09			

Interpretations: Table-3 shows that total numbers of male students having anxiety are 16 and mean of their emotional maturity is 88. The total number of female students having normal anxiety is 29 and mean of their emotional maturity score is 90. The standard deviation for male and female group is 15.29 and 15.09 respectively. From

the values of two means it is clear that their exist difference between two means. The value of C.R is 0.42, which shows that difference is not significant.

So there is difference in emotional maturity level of male and female students having average anxiety, but it is not significant.



TABLE-4
COMPARISON OF EMOTIONAL MATURITY OF MALE V/S FEMALE STUDENTS OF B.ED HAVING
BELOW AVERAGE ANXIETY

CATEGORY	N	MEAN E.M	S.D	S.ED	C.R	REMARKS
Male	19	72	10.39	3.49	3.15	Significant at .01 level
Female	6	83	6.28			

Interpretations:

Table-4 shows that 19 male students have below average anxiety, mean of their emotional maturity scores is 72 and S.D. is 10.39. There are 6 female students having below average anxiety, mean of their emotional maturity scores is 83 and S.D. is 6.28. The standard error of difference is 3.49. It is clear from values of means that there is significant difference. The value of C.R. is 3.15 which shows that the difference between two means is significant at .01 level

So below average anxiety level influences the emotional maturity of male and female students differently.

Findings:

The major findings of the research are:

1. Majority of students of B.Ed. have average anxiety, some are falling in below average anxiety level, some fall in above average group.
2. All the students of B.Ed. do not have higher maturity level.
3. The impact of anxiety on emotional maturity is different among male and female student of B.ED

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