

ADJUSTMENT AS PREDICTOR OF EMOTIONAL MATURITY OF PROSPECTIVE TEACHERS

Harmandeep Kaur* & Dr (Mrs.) Harsh Batra**

ABSTRACT

The present investigation was primarily conducted to find the correlation between emotional maturity and adjustment of prospective teachers and to find whether adjustment is significant predictor of emotional maturity of prospective teachers. A sample of 60 prospective teachers from Government College of Education, Sector 20-D, Chandigarh was selected by using random sampling. The Emotional Maturity Scale by Singh and Bhargva (1990) and Adjustment Inventory for College Students by Sinha and Singh (2002) was used to measure emotional maturity and adjustment of prospective teachers respectively. The analysis and interpretation of the data was done by calculating Pearson's coefficient of correlation and Quadratic regression. The findings of the study revealed that there was no significant relationship between emotional maturity of prospective teachers and their home adjustment and educational adjustment. But there was positive and significant correlation between emotional maturity of prospective teachers and their health adjustment, social adjustment and emotional adjustment. Adjustment was significant predictor of emotional maturity of prospective teachers.

Keywords : Adjustment, emotional maturity and Prospective teachers

Introduction

Prospective teachers are the secondary school teacher trainees undergoing pre-service training from education departments in universities and colleges of education. Prospective teachers have to accomplish their training task effectively, remain socially active and act responsibly. Also students who attend colleges of education are generally youths, so they need social support from their parents, peers as well as college authorities. Due to such considerations prospective teachers require to adjust themselves and obtain a self control on their emotions to take right decisions. Kulshretha (1979) defined adjustment as the process in which the individual attempts to deal with stress, tension, conflicts and meet his or her needs. In this process the individual also makes efforts to maintain harmonious relationships with the environment. There are different areas of adjustment. Health Adjustment refers to the individual's physical development and ability in conformity with those of his age mates and absence of any difficulty in the process due to some defects of incapability in his physical organ. Emotional Adjustment involves expression of emotions in a proper way at a proper time by the individual. Social Adjustment requires the development of social quality

*JRF, Research Scholar, Department of Education, Panjab University, Chandigarh

**Principal, Government college of Education, Sector 20-D, Chandigarh

virtue in an individual. It also requires that one should be social enough to live in harmony with others and feel responsibility and obligation towards country. Home Adjustment includes feeling of greatest satisfaction and security to its members while residing together at their niche. Educational Adjustment involves satisfaction with school building, discipline, time table, co-curricular activities, methods of teaching, class and peers, teachers and Head of the institution. According to Chamberlain (1960) an emotionally matured person is one whose emotional life is well under control. In psychology, emotional maturity is the ability to respond to the environment in an appropriate manner. This response is generally learned rather than instinctive. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in (Shaheen, 2015). A person is emotionally mature if he inhibits direct expression of negative emotions, develops higher tolerance for disagreeable circumstances, increase satisfaction from socially approved responses, make choices, gets freedom from unreasonable fear, aware of ability and achievement of others, carry prestige with grace and enjoy activities of daily living (Bernard, 1954).

Review of Literature

Sumita and Jakhar (2016) in their study on 100 students studying in government and private colleges of education in Chandigarh found that private pre service teachers were more adjusted than government pre service teachers. But there was no significant difference in the emotional intelligence of government and private pre service teachers. Also there was significant correlation between adjustment and emotional intelligence of pre-service teachers.

Nehra (2014) examined the relationship between adjustment and emotional maturity on a sample comprised of 100 students (50 boys and 50 girls) of Class IX from 4 Government schools through descriptive survey method. Singh and Bhargav's Emotional Maturity Scale and Adjustment inventory by Sinha and Singh was used to assess the emotional maturity and adjustment of the students respectively. Data analysis was completed by calculating mean, standard deviation, correlation and t-value. Results revealed that there was no significant difference between the adjustment of boys and girls, there was no significant difference between the emotional maturity of boys and girls studying in class and there was no significant relationship between Adjustment and emotional maturity.

Rani and Kumari (2014) conducted a study to see the relationship between emotional maturity and adjustment of D.Ed. students and to see the impact of gender and types of institutions on emotional maturity and adjustment. Sample of the study consisted of 100 student of D.Ed. selected from different colleges of Sonipat. EMS by Singh and Bell adjustment inventory by Ojha was administered on sample to collect the

data. Data analysis was done by calculating mean, standard deviation, correlation and t-value. The results of

the study revealed that the Girls students scored more on emotional maturity scale than boys students. The girls students were more adjusted with their environment than boys students and the government students were having more capabilities for adjustment than private students. This study also reveals that there exist a significant relationship between student's emotional maturity and adjustment level.

Panchavarnam (2012) conducted the study on relationship between emotional maturity and adjustment of B.Ed trainees and found significant relationship between emotional maturity and adjustment.

Sharma (2012) compared college adjustment processes and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with University of Rajasthan in Jaipur city. Adjustment Inventory for College Students by Sinha and Singh (1995) and Emotional Maturity scale by Bhargava and Singh (1991) were used to collect the data. Results indicated that the first year undergraduate students were less emotionally mature and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students.

Hameed and Thahira (2010) examined emotional maturity and Social Adjustment of student teachers. Sample of the study consisted of 600 student teachers that were selected from different Teacher Training Institutes of Malappuram District of Kerala. The results indicated that male student teachers were more emotionally matured and socially adjusted than female student teachers. There was positive relationship between emotional maturity and social adjustment of student teachers.

On the basis of above review of literature it was seen that Rani and Kumari (2014), Panchavarnam (2012) and Hameed and Thahira (2010) found significant relationship between adjustment and emotional maturity whereas Nehra (2014) found no significant relationship between Adjustment and emotional maturity in their studies.

Need of the Study

Awareness about the emotional maturity of the prospective teachers is required keeping in mind the increasing number of dropouts from teacher training colleges, drug addicts, delinquents, maladjustment to social and academic life and underachievers. According to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all times. When prospective teachers are under training to become a competent teacher, they have to face many problems, dilemma and follow different set of instructions. Unusual tensions, frustrations and conflicts are being developed in the process of fulfilling the new needs of life. So one has to seek adjustment

with oneself and with the environment in order to reduce stress and strains and remain mentally healthy. And there comes the need of making adjustments to deal effectively with emotionally maturity issues and problems. Hence the investigator undertook this study to study adjustment of prospective teachers as predictor of their emotional maturity.

Objectives

- 1) To study the correlation between emotional maturity and different areas of Adjustment of prospective teachers
- 2) To study the contribution of different areas of adjustment in predicting emotional maturity of prospective teachers.

Hypotheses

- 1) There is no significant correlation between emotional maturity and different areas of adjustment of prospective teachers
- 2) There is no significant contribution of different areas of adjustment in predicting emotional maturity of prospective teachers.

Research Design

Descriptive method was used and the variables included were emotional maturity and adjustment. Adjustment was the independent variable and emotional maturity was dependent variable.

Sample

Sample consisted of 60 prospective teachers from of Government College of Education, Sector 20-D, Chandigarh. Sample was selected by using random sampling method.

Tools

The data was collected from prospective teachers using standardised tests. The Emotional Maturity Scale by Singh and Bhargva (1990) and Adjustment Inventory for College Students by Sinha and Singh (2002) were used.

Statistical techniques used

The data collected was analyzed by employing inferential statistics. Pearson's coefficient of correlation between different areas of adjustment and emotional maturity was found to determine the relationship between them. Further quadratic regression analysis was done to study the contribution of different areas of adjustment on emotional

maturity of prospective teachers.

Results and Discussion

Table 1 Correlation between the areas of adjustment and emotional maturity of prospective teachers

Areas of adjustment	N	df	Correlation with emotional maturity	P	Level of significance
Home	60	58	0.224	.085	Not significant
Health	60	58	0.465	.00018	0.01
Social	60	58	0.397	.0016	0.01
Emotional	60	58	0.407	.0012	0.01
Educational	60	58	0.114	.388	Not significant

Table 1 showed that the calculated pearson's coefficient of correlation between emotional maturity and different areas of adjustment i.e. Home, Health, Social, Emotional and Educational was found to be 0.224, 0.465, 0.397, 0.407 & 0.114 respectively. Thus emotional maturity of prospective teachers was positively but not significantly correlated with home adjustment ($r=0.224$, $p=.085$) and educational adjustment ($r=0.114$, $p=.388$). While there was positive and significant correlation between emotional maturity of prospective teachers and their health adjustment ($r=0.465$, $p=.00018$), social adjustment ($r=0.397$, $p=.0016$) and emotional adjustment ($r=0.407$, $p=.0012$). Hence the null hypothesis "There is no significant correlation between emotional maturity and different areas of Adjustment of prospective teachers" was rejected for health, social and emotional areas of adjustment and accepted for home and educational areas of adjustment.

Table 2. Quadratic Regression equation showing adjustment as predictor of emotional maturity of prospective teachers

Variable / predictor (X)	R ²	df ¹	df ²	F	p	Quadratic Regression equation (Y=emotional maturity)
Adjustment	.254	2	47	9.702	.00002	$Y = 124.315 - 2.217 X + 0.033 X^2$
Home adjustment	.077	2	47	2.387	.101	$Y = 159.439 - 17.471 X + 1.235 X^2$
Health adjustment	.216	2	47	7.858	.001	$Y = 64.414 + 6.103 X - 0.080 X^2$
Social adjustment	.167	2	47	5.731	.005	$Y = 100.403 - 3.643 X + 0.329 X^2$
Emotional adjustment	.168	2	47	5.775	.005	$Y = 70.182 + 0.762 X + 0.053 X^2$
Educational adjustment	.052	2	47	1.579	.215	$Y = 63.322 + 8.876 X - 0.434 X^2$

Table 2 revealed that according to step down model of regression, Value of index of Discrimination (R^2) for adjustment as predictor of emotional maturity was .254, indicating that 25.4% of variance in emotional maturity of prospective teachers was predicted by their adjustment. Also the variance in emotional maturity of prospective teachers was explained significantly by adjustment at 0.01 level of significance (as $F=9.702$, $p < .01$). In quadratic regression equation for predicting emotional maturity of prospective teachers, value of Quadratic effect parameter was 124.315 while linear effect parameters were - 2.217 and 0.033. The quadratic regression equation for predicting emotional maturity of prospective teachers on the basis of their adjustment was

$$\text{Emotional maturity score} = 124.315 - 2.217 (\text{adjustment score}) + 0.033 (\text{adjustment score})^2$$

Table 2 also revealed that Value of index of Discrimination (R^2) for areas of adjustment as predictor of emotional maturity were .077, .216, .167, .168 and .052 respectively for home, health, social, emotional and educational adjustment. This indicated that that 7.7%, 21.6%, 16.7%, 16.8% and 5.2 % of variance in emotional maturity of prospective teachers was predicted by their home, health, social, emotional and educational adjustment respectively. Also the variance in emotional maturity of prospective teachers was explained significantly by health adjustment (as $F=7.858$, $p < .01$), social adjustment (as $F=5.731$, $p < .01$), and emotional adjustment (as $F=5.775$, $p < .01$), at 0.01 level of significance and not significantly by home adjustment (as $F=2.387$, $p > .01$) and educational adjustment (as $F=1.579$, $p > .01$), at 0.01 level of significance. Hence the null hypothesis "There is no significant contribution of different areas of adjustment on emotional maturity of prospective teachers" was rejected for health adjustment, social adjustment and emotional adjustment and accepted for home adjustment and educational adjustment.

Findings

1. There was no significant relationship between emotional maturity of prospective teachers and their home adjustment and educational adjustment. But there was positive and significant correlation between emotional maturity of prospective teachers and their health adjustment, social adjustment and emotional adjustment.
2. Adjustment was significant predictor of emotional maturity of prospective teachers. 25.4 % of emotional maturity of prospective teachers was predicted by their adjustment.

3. Out of different areas of adjustment, Health adjustment, social adjustment and emotional adjustment were significant predictors of emotional maturity of prospective teachers.

References

- Arkoff, A. (1968). *Adjustment and mental health*. New York: McGraw Hill.
- Bernard, H.W. (1965). *Psychology of learning and teaching*. New York: Mc Hill Book Co.
- Chamberlain, V.C. (1960). *Adolescence to Maturity*. London: The Badley Head.
- Hameed, A. &Thahira, K. K. (2010).Emotional Maturity and social adjustment of student Teacher. *Edu T racks*, 10(3), 29-31.
- Kulshrestha, S.P. (1979). *Educational psychology*. Meerut, India: Loyal Book Depot.
- Nehra, S. (2014).Relationship between adjustment and emotional maturity of ix class students. *Educationia Confab*, 3(2).
- Rani, R. and Kumari, M. (2014).A study of emotional maturity of d.ed.students in relation to their adjustment. *Indian Journal of Applied Research*, 4 (9), 1-3.
- Shaheen, P., (2015). Emotional maturity as a predictor of job satisfaction among school teachers. *Asia Pacific Journal of Research*, 1(14), 66-77.
- Sharma, B. (2012). Adjustment and emotional maturity among first year college students. *Pakistan Journal of Social and Clinical Psychology*, 10(2), 32-37.
- Sinha, A. K. P., & Singh, R. P. (2002). Adjustment inventory for college students. Agra: National Psychological Corporation.
- Singh,Y., &Bhargava, M. (1990). Manual for Emotional Maturity Scale. Agra:National Psychological corporation.
- Sumita&Jakhar, L. R. (2016). Adjustment in relation to emotional intelligence of pre service teachers.*The Educational Beacon*, 1 (5), 114-119.