

# **EMOTIONAL MATURITY AS PREDICTOR OF MENTAL HEALTH OF PROSPECTIVE TEACHERS**

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

## **ABSTRACT**

*The present investigation was primarily conducted to find the correlation between mental health and emotional maturity of prospective teachers and to find whether emotional maturity is significant predictor of mental health 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 Mental Health Checklist constructed by Kumar (1992) and Emotional Maturity Scale by Singh and Bhargva (1990) was used to measure Mental Health and emotional maturity of prospective teachers respectively. The analysis and interpretation of the data was done by calculating Pearson's coefficient of correlation and simple linear regression. The findings of the study revealed that there is positive and significant correlation between the mental health and different dimensions of emotional maturity of prospective teachers (emotional instability, emotional regression, social maladjustment and lack of independence, except personality disintegration). Also Emotional maturity is significant predictor of mental health of prospective teachers.*

**Key Words:** *Emotional maturity, Mental health and Prospective teachers*

## **INTRODUCTION**

Educational institutions evaluate the effects of education by conjoint criteria of what a person knows and what he is. Teachers play an important and significance role in the development of the students and the nation at large. So for healthy nation, there is great need of physically and mentally healthy teachers. This can be acquired through proper and adequate in service and pre service training of teachers. Mental Health plays a very important role in order to avoid stress and strains with higher frustration levels and help in achievements (both at personal level and professional level) of prospective teachers. Prospective teacher is referred to a student is undergoing pre service training to become a competent teacher. Coleman (1970) defined Mental Health as the ability to balance feelings, desires ambitions and ideas in one's daily livings and to face and accept the realities of life. It is the habit of work and attitude towards people and things that brings maximum satisfaction and happiness to the individuals. According to American Psychiatric Association (APA, 1994) Mental Health refers to mental disorders i.e. patterns of behavioural or psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms.

According to Dandapani (2000) Mental Health refers to the full and harmonious functioning of our total personality as well as to our bio-socio-psychological and spiritual well being. World Health Organization (2004) defined Mental Health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. Hence, Mental Health is harmonious functioning of whole personality of an individual and its adjustment to life situations. Good Mental Health is an index of psychological wellbeing desirable to all people including prospective teachers. Emotional Maturity can be understood in terms of ability of self-control which in turn is a result of thinking and learning. According to Chamberlain (1960), an emotionally matured person is one whose emotional life is well under control. Jersild (1963) says that Emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole hearted sorrow when an occasion for grief arises, his capacity to experience anger when faced with thwarting, that is capable of raising the temper of any reasonably tolerant or sensible person and his capacity to show fear when there is occasion to be frightened without feeling a need to use a false mask of coverage, such as must be assumed by persons afraid to admit that they are afraid.

The Emotional Maturity consists of five dimensions. These are emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. Emotional Instability represents syndrome of lack of capacity to dispose of problems, irritability, needs, and vulnerability, and stubbornness, temper tantrums and seek help for one's day to day problems. Emotional regression is a broad group of factors representing syndromes such as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness. Social maladjustment involves lack of social adaptability. Socially maladjusted person is seductive but boasting, but liar and shirker. Personality disintegration includes phobias formation, rationalization, pessimism and immorality. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction, and has distorted sense of reality. Lack of Independence involves parasitic dependence on others. Such a person lacks objective interests. People think of him an unreliable person (Singh and Bhargava 1990).

## **REVIEW OF LITERATURE**

Shaheen (2015) studied the impact of emotional maturity on job satisfaction among school teachers. Sample of the study consisted of 100 school teachers. Job Satisfaction Questionnaire developed by Kumar and Mutha (1985) and Emotional Maturity Scale constructed by Singh and Bhargava (2005) were used for the data collection. t-test was administered to examine the difference between emotional maturity among school teachers. The findings showed that there was significant difference between emotional maturity of male and female school teachers.

Chandra and Reddy (2014) conducted a study on 600 prospective teachers to find out the effect of mental health on study habits, teaching attitude and academic stress among prospective teachers. Results revealed that there is significant impact of mental health on study habits, teaching attitude and academic stress of prospective teachers.

Baitukbaeva (2013), as cited in Shaheen (2015), presented a reflection on the theoretical approaches and experimental results of researches about the impact of emotions on the professional educators. Based on analytical, logical and scientific methods, he concluded that psycho-emotional stability of the teacher is a primary condition for the development of positive professional qualities and is an obstacle for the negative ones. Psycho-emotional stability of the teacher is a necessary condition for the development of professional competence, communicativeness, absence of pronounced professional deformation and emotional burnout.

Kumar et al. (2013) conducted a research to study and compare mental health of pupil teachers in relation to their gender and locality. A total sample of 160 Pupil-Teachers were taken from the selected eight B.Ed. colleges of H.P. Mental health inventory (MHI) (Hindi Version) constructed by Jagdish and Srivastav was used to collect the data. For analysis and interpretation of data the investigator had used t-test to find out the mean's difference in different component of mental health of Pupil-Teachers. The finding of the study revealed that pupil teachers did not differ significantly in their mental health with respect to their gender and locality.

Thakur and Kumar (2013) in their study- Mental health as a predictor of emotional competence of prospective teachers of science in himachal pradesh, tried to explore mental health as a predictor of emotional competence of prospective teachers of science. The investigation was descriptive in nature. The study was carried on 120 prospective teachers of science from four districts of Himachal Pradesh. The investigator used Scale of Emotional Competence (SEC) developed by Sharma and Bhardwaj (1998) to measure emotional competence while Mental Health Inventory developed by Jagdish and Srivastava (1996) was used to study the mental health of prospective teachers of science. The findings of the study revealed that no significant difference was found in the emotional competence of high and low mentally healthy prospective teachers of science. The study also reported that no significant interactional effects were found between the variables.

Soundar Rajan (2012), as cited in Shaheen (2015), conducted a study of emotional maturity and adjustment of B.Ed., trainees in Cuddalore district on a sample of 254 B.Ed trainees employing Adjustment Inventory for college students Singha and Singha (1980) and Emotional Maturity Scale by Yashvir Singh (1990). In emotional maturity and its components female B.Ed., trainees have scores higher than males in emotional regression but male B.Ed., trainees scores higher mean value in personality disintegration but with regard to total emotional maturity it was found that there was insignificant difference in the emotional maturity of male and female B. Ed trainees of Cuddalore district.

Patil (2011), as cited in Shaheen (2015), conducted a study exploring the effect of emotional maturity of primary teachers on their attitude. 140 primary teachers were selected by stratified random sampling method from Jilha Parishad school of Amalnertaluka. Emotional Maturity Scale of Singh & Bhargava and Attitude test of Dr. Jayprakash & Dr. Shrivastava were used to collect the information. The descriptive and inferential statistical analysis was used. It was concluded that emotional maturity of primary teachers affects their teaching attitude and this effect of emotional maturity on teacher's attitude of primary teachers is positive

Mundia (2010c) suggested that Brunei trainee teachers need assistance in developing effective coping strategies for stressful situations. Moreover, the curriculum for teacher education needs to be reformed to include mental health education to sensitize trainee teachers about the possible negative effects of poor mental health to themselves and the students they will teach. In this way, trained teachers might be able to help vulnerable children at risk of developing mental health problems at school. Such efforts would contribute to primary prevention of mental disorders in and the promotion of good mental health among teachers and students within schools.

## **NEED OF STUDY**

People who are emotionally and mentally healthy can cope with difficult situations and maintain optimistic outlook in bad times. A teacher with high Mental Health has willingness to accept new experiences and changes, scope of knowledge which continually extends and his flexibility in meeting (Kaur, 2009). In this technological era and knowledge world, the teaching profession has become quite challenging. Teachers today often express concern over having to support students with Mental Health issues, due to a lack of training in this area (Gowers et al., 2004). Mundia (2010a) reported the case of a student teacher in Brunei who dropped out of the training course due to untreated Mental Health problems. Her Mental Health condition disabled and inhibited her from doing peer teaching, micro-teaching and teaching practice in schools. Emotionally stable person knows how to control his excessive emotion, to think positively towards environmental challenges, social adjustment makes a person to live and adjust to the society successfully and to make judgement about his life.

The Emotional Maturity and Mental Health are important in deciding the behaviour of an individual. Behaviour of students, who are the pillars of the future generations, depends on the behaviour of the teacher. Therefore knowing the Emotional Maturity and mental health level of teachers are vital. Bansibihari and Surwade (2006) held that emotionally mature teachers are more effective in their teaching than emotionally immature teachers. There are many factors that are affecting teachers' mental health and emotionality. Educating prospective teachers in the beginning in the areas of Mental Health literacy, promotion and prevention can have considerable positive impact on their awareness, attitudes, perspectives, and approaches to Mental Health of themselves and that of the students. So the present study intends to measure the relationship and impact of Emotional Maturity on Mental Health of prospective teachers.

## STATEMENT OF THE PROBLEM

Emotional Maturity as predictor of Mental Health of prospective teachers

## OBJECTIVES

- 1) To study the correlation between mental health and different dimensions of emotional maturity of prospective teachers
- 2) To examine the impact of emotional maturity on mental health of prospective teachers.

## HYPOTHESIS

- 1) There is no significant correlation between mental health and different dimensions of emotional maturity of prospective teachers
- 2) There is no significant impact of emotional maturity on mental health of prospective teachers.

## RESEARCH METHODOLOGY

Descriptive survey method was used and the variables included were Mental Health and Emotional Maturity. The data was collected on these variables from prospective teachers of Government College of Education, Sector 20-D, Chandigarh using standardised tests. A sample of 60 prospective teachers from of Government College of Education, Sector 20-D, Chandigarh was selected using random sampling method. Data was collected from prospective teachers using The Mental Health Checklist by Kumar (1992) and Emotional Maturity Scale by Singh and Bhargva (1990). The data collected was analyzed by employing inferential statistics. Correlation between different dimensions of emotional maturity and mental health was found to determine the relationship between them. Further, simple linear regression and F-test was computed to examine the impact of emotional maturity on mental health of prospective teachers.

## RESULTS AND DISCUSSION

**Table-1: Correlation between the dimensions of Emotional maturity and Mental Health of prospective teachers**

Dimensions of Emotional Maturity	N	df	Correlation with Mental Health	P	Level of significance
Emotional Instability	60	58	.604	.0000003	0.01
Emotional Regression	60	58	.520	.0002	0.01
Social Maladjustment	60	58	.368	.0038	0.01
Personality Disintegration	60	58	.058	.657	Not Significant

Lack of Independence	60	58	.412	.001	0.01
----------------------	----	----	------	------	------

Table-1 shows that the calculated coefficient of correlation between Mental Health and different dimensions of Emotional maturity i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence was found to be .604, .520, .368, .058 & .412 respectively. Thus Mental Health of prospective teachers is positively and significantly correlated with emotional instability ( $r=.604$ ,  $p=.0000003$ ), emotional regression ( $r=.520$ ,  $p=.0002$ ), social maladjustment ( $r=.368$ ,  $p=.0038$ ) and lack of independence ( $r=.412$ ,  $p=.001$ ). Also Mental Health of prospective teachers is positively but not significantly correlated with personality disintegration ( $r=.058$ ,  $p=.657$ ). Hence the null hypothesis “There is no significant correlation between mental health and different dimensions of emotional maturity of prospective teachers” is rejected

**Table-2: Simple Linear Regression analysis showing Emotional Maturity of as predictor of Mental Health of prospective teachers**

Model	Variable /predictor	df	R	R <sup>2</sup>	F	P
I	Emotional maturity	58	.611	.373	34.462	.0000002

Model I of table-2 reveals that for Prospective Teachers, correlation between Emotional Maturity and Mental Health was found to be  $R=.611$ . Value of  $R^2$  is .373, indicating that 37.3 % of mental health of prospective teachers is predicted by their emotional maturity. The F value for emotional maturity is 34.462 which is significant at 0.01 level of significance (as  $p < .01$ ). Hence the null hypothesis “There is no significant impact of emotional maturity on mental health of prospective teachers” is rejected. It leads to the conclusion that emotional maturity predicts mental health of prospective teachers significantly.

## FINDINGS

1. There is positive and significant correlation between mental health and dimensions of emotional maturity (emotional instability, emotional regression, social maladjustment and lack of independence) of prospective teachers
2. There is positive but not significant correlation between mental health and personality disintegration dimension of emotional maturity of prospective teachers
3. Emotional maturity is significant predictor of mental health of prospective teachers. 37.3 % of mental health of prospective teachers is predicted by their emotional maturity.

## **SUGGESTIONS**

- 1) Good mental health of prospective teachers can be maintained through providing proper facilities for transaction of curriculum to reduce tension and frustration. Students should be provided with good learning environment.
- 2) The colleges should start guidance and counselling service for the mental health problems among students.
- 3) The colleges should conduct seminars and conferences to bring awareness about mental health and emotional maturity.
- 4) Pupil teachers must be taught to think positively towards the real life and teaching learning situations through internship program.
- 5) The curriculum in training programme (B.Ed) must be effectively planned so that prospective teachers do not feel mentally stressed while managing time between school experience programme and theory.

## **CONCLUSIONS**

Mundia (2010b) showed that a few trainee teachers may have mild to moderate Mental Health difficulties. The student teachers attempt to resolve these issues using a wide range of coping strategies some of which are emotion-oriented coping style. (Mundia, 2010c). Rani and Kumari (2014) remarked that performance in any endeavour is largely contingent upon mental preparation, psychological strength and emotional maturity. There is positive and significant correlation between mental health and dimensions of emotional maturity (emotional instability, emotional regression, social maladjustment and lack of independence) of prospective teachers. This means that if emotional maturity increases, mental health of prospective teachers also increases. There is positive but not significant correlation between mental health and personality disintegration dimension of emotional maturity of prospective teachers. Also Emotional maturity is significant predictor of mental health of prospective teachers.

## **SCOPE FOR FURTHER RESEARCH**

A series of research projects can be carried out with big sample and other states can also be covered. Relation of mental health with other variables like intelligence, self efficacy, socio-economic status, spiritual intelligence, etc. can be found out. The present study can be carried out at graduation and secondary school students. Also multiple regression can be used for analysis of data.

## REFERENCES

American Psychiatric Association, APA, (1994), "*Diagnostic and Statistical Manual of Mental Disorders , DSM IV.*" Washington.

Bansibihari, P., and Surwade, L., (2006), "*Effect of Emotional Maturity on the Effectiveness of Teacher.*" *Edutracks*, Neelkamal Publication Private Limited Hyderabad, vol. 6, No. 1, pp. 37-38.

Chamberlain, V.C., (1960), "*Adolescence to Maturity.*" The Badley Head, London.

Chandra, T.S. and Reddy, S.V., (2014), "*Effect of Mental Health on Study Habits, Teaching Attitude and Academic Stress Among Prospective Teachers.*" *International journal of applied research*, Vol. 4, No. 12, pp. 505-508.

Coleman, J. C., (1970), "*Abnormal Psychology and Modern Life.*" Taraporevala Sons & Co. Pvt. Ltd., Bombay.

Gowers, S., Thomas, S., and Deeley, S., (2004), "*Can primary schools contribute effectively to Tier I child mental health services?*" *Clinical Child Psychology and Psychiatry*, vol. 9, pp. 419-425. doi:10.1177/1359104504043924

Jersild, A. T ., (1963), "*The Psychology of Adolescents.*" The Macmillan Company, Toronto.

Kaur,B.,(2009): "*A study of Mental Health of student teachers in relation to Intellegence, Values and attitude towards teaching profession.*" Thesis Panjab University. Chandigarh.

Kumar, P. (1992), "*Manual for Menatal health checklist.*" Sardar Patel University, Vallabh Vidhyanagar.

Kumar, V., Kumar, P. And Kumari, R., (2013), "*Study of mental health of pupil teachers in relation to their gender and locality.*" *Abhinav (International Monthly Refereed Journal of Research In Management & Technology)*, Vol. 2, pp. 104-110.

Mundia, L., (2010a), "*The status of a trainee teacher with mental health problems: Dilemmas on inclusion and exclusion in higher education.*" Global Journal of Health Science, vol. 2, No.2,pp.172-184.

Mundia, L., (2010b), "*Prevalence of depression, anxiety and stress in Brunei student teachers.*" Internet Journal of Mental Health, Vol. 6, No. 2.

Mundia, L., (2010c), "*Brunei trainee teachers' coping strategies for stressful situations.*" International Journal of Psychological Studies, Vol. 2, No. 1, pp. 79-88.

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, Vol. 4, No. 9, pp. 1-3.

Shaheen, P., (2015), "*Emotional maturity as a predictor of job satisfaction among school teachers.*" Asia Pacific Journal of Research, Vol. 1, No. 14, pp. 66-77.

Singh, Y. and Bhargava, M., (1990), "*Manual for emotional maturity scale.*" National Psychological Corporation, Agra, India.

Thakur, K.S. and Kumar, S., (2013), "*Mental health as a predictor of emotional competence of prospective teachers of science in himachalpradesh.*" MIER Journal of Educational Studies, Trends & Practices, Vol. 3, No. 1, pp. 84-94

World Health Organization, (2004), "*Mental Health, Stress and Psychological Well being of Students.*" New York: Macmillan.