



MENTAL HEALTH OF PROSPECTIVE TEACHERS IN RELATION TO EMOTIONAL MATURITY

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Abstract

Education has become one of the most important human activities. Its benefits are immense and without education one cannot live like an efficient human being. A sound and effective system of education result in the enfoldment of learners' potentialities and transformation of their interest's attitudes and values. Education is a man making process: its specific role is to accelerate the holistic development of body, mind, intellect and emotions. It develops all the intellectual and emotional powers of the individual, so that he is able to meet the problems of the life squarely and solve them successfully. This paper has been designed to discuss the study mental health of prospective teachers in relation to their gender and marital status.

Key words: Education, Mental Health, Prospective teachers, Emotional maturity.

Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of learner potentialities and transformation of their interests, attitudes and values. Generally, all our actions and reactions during our daily routine are governed by emotions. Whether we are happy, sad, irritated, enthusiastic, or quiet, all are our ways of expressing emotions. The term refers to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act (Goleman, 1995). Emotions are our responses to the world around us, and they are created by the combination of thoughts, feelings, and actions. Elfenbein, (2006) reemphasized the statement of William James, (1884) that the emotional process follows the perception of the stimulus.

Perception depends a lot on personality traits. The emotional display is resultant of our perceptions, feelings, and thoughts.

Mental health

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 (Dandapani, 2000). It is related to the prevention of mental disorders, and the treatment and rehabilitation of people affected by mental disorders. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The World Health Organization defines 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" (The World Health Report, 2001).

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". In the book entitled 'Mental Hygiene in Public Health', Lewkan (2006) has written that a mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbours, makes healthy citizens of his children and even after performing these fundamental duties has enough energy left to do something for the benefit of society.

Emotion

An emotion is a strong feeling. Emotions are present in every activity of human beings. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process, and area of adjustment. The word "emotion" comes from the Latin roots meaning 'to stir up' or 'to excite'. In common usage, emotions mean subjective feelings. According to Crow and Crow, "An emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in his overt behavior."

Statement of the Problem

In today's world, good education provided to students is necessary for the development of personality of child and also good for the nation. A child cannot acquire good education until is home environment is not healthy. To keep the relations strong and healthy we need to control our emotions and should also have enough maturity. All these things are possible only if the relation between the child's family members is healthy and sweet. The significance of the present investigation is to study the mental health of adolescent in relation to emotional maturity and family environment. Hence, the investigator had taken as Mental Health of Prospective Teachers in Relation to Emotional Maturity.

Emotional Maturity the concept of 'mature' emotional behavior at any level is which reflects the fruit of normal emotions that develop. A person who can keep his emotions under control, who is self-able to break delay and to suffer without pity, might be emotionally stunted and childish. According to Walter D. Smitson, "Emotional maturity is a process on which the personality is continuously striving for a greater sense of emotional health, both intra-psychically and intra-personally."

An emotionally mature person has a belief in long-term planning and is capable of delaying or revising his expectations in terms of situations. Emotional maturity means not merely the capacity for such attributes and functioning but also the ability to enjoy them fully. Each of us develops consistent emotional patterns that are immature and disruptive; we can take steps to improve them.

Kumar, Ahmad, and Nazli (2020) examined Emotional Maturity and Academic Achievement among students of B. Ed. General and Special Education. The findings of the study concluded that the higher the emotional maturity higher the academic achievement. Sen and Sutradhar (2022) in their study named, "Effect of Different Dimensions of Emotional Maturity on Academic Achievement of B.Ed. Trainees". The findings showed a significant difference between emotional maturity and its few dimensions i.e., emotional progression, and independence among trainees concerning the academic achievement of B.Ed. trainees.

The review of studies conducted in India revealed that most of the investigations are carried out on the emotional maturity on academic achievement of students and teachers belong to different areas, but no study was found on mental health and emotional maturity of prospective teachers. It is necessary to investigate the emotional maturity of the teacher-trainees, i.e. prospective teachers. Therefore, effort has been made by the investigators to conduct a study on mental health and emotional maturity of the prospective teachers in Chennai district.

Research Tools

- i. Mental health battery by Arun Kumar Singh & Alpana Sen Gupta (1983) Revised
- ii. Emotional Maturity Scale by Yashvir Singh & Mahesh Bhargava (1993) Revised

Procedure

The study was conducted on a sample of 200 Government aided and self-financing college of education in Chennai districts. Survey method used for data collection. The purpose of the present study was to study the mental health of prospective teachers in relation to emotional maturity. Two tools employed in the study were administrated on the subjects. The data for the present research were personally collected by the investigator from the students of government aided and self-financing college of education selected for the collection of data.

Method used in the Study

There are different methods in the process of Educational Research, in view of the nature and purpose of research problem. The investigator has selected a suitable research method called Normative Survey Method“ for the present study.

Population

A population refers to any collection of specified group of human beings or non-human entities. The population for the present study comprises of all the collegiate of Education, who were studying in different college of education in Chennai district of Tamil Nadu.

Sample

A sample consists of a small collection from some larger aggregate about which we wish to collect information (gupta, 1994). The Researcher has used simple random sampling technique for selecting the sample from the population. The sample consists of 200 prospective teachers from 12 collegiate of Education in Chennai district.

Objectives of the Study

1. To find out the differences between male and female prospective teachers on their mental health and emotional maturity.
2. To find out the differences between married and unmarried prospective teachers on their mental health and emotional maturity.
3. To work out the co-relation between mental health and emotional maturity of prospective teachers.

Hypotheses-1

There exists no significant differences between male and female prospective teachers on their mental health and emotional maturity.

Table 1

Significance of difference between male and female prospective teachers on their mental health and emotional maturity

Variables	Gender	N	Mean	SD	't' value	Level of significance
Mental health	Male	99	66.86	16.603	0.326	p>0.05
	Female	101	64.77	15.858		
Emotional maturity	Male	99	22.83	7.824	1.145	p>0.05
	Female	101	24.57	7.204		

From the above table that the mean scores and standard deviation of mental health of boys are 66.86 and 16.603 respectively, and of girls are 64.77 and 15.858 respectively. The critical ratio of mental health of male and female students is 0.326 which is not significant. It indicates that male and female students do not differ significantly in their mental health.

Also from the above table that the mean scores and standard deviation of emotional maturity of boys are 22.83 and 7.824 respectively and of female are 24.57 and 7.204 respectively. Also the critical ratio of anxiety of male and female prospective teachers is 1.145 which is not significant. It indicates that male and female students do not differ significantly in their emotional maturity. It shows the male and female school students possess similar mental health and emotional maturity. This may be due to the same characteristics and attitudes of male and female towards mental health and emotional maturity.

Hypotheses-2

There exists no significant differences between married and unmarried prospective teachers on their mental health and emotional maturity.

Table- 2

Significance of difference between married and unmarried prospective teachers on their mental health and emotional maturity

Variable	Marital status	N	Mean	SD	't' value	Level of significance
Mental health	Unmarried	146	64.66	16.503	0.426	p>0.05
	Married	54	66.87	14.856		
Emotional maturity	Unmarried	146	20.83	7.424	1.185	p>0.05
	Married	54	22.57	7.804		

From the above table that the mean scores and standard deviation of mental health of unmarried prospective teachers are 64.66 and 16.503 respectively, and of married are 64.66 and 14.856 respectively. The critical ratio of mental health of unmarried and married prospective teachers is 0.426 which is not significant. It indicates that unmarried and married prospective do not differ significantly in their mental health.

Also from the above table that the mean scores and standard deviation of emotional maturity of unmarried prospective teachers are 20.83 and 7.424 respectively, and of married are 22.57 and 7.804 respectively. Also the critical ratio of emotional maturity of unmarried and married prospective teachers is 1.185 which is not significant. It indicates that unmarried and married prospective teachers do not differ significantly in their

emotional maturity. It shows the unmarried and married prospective teachers possess similar mental health and emotional maturity. This may be due to the same characteristics and attitudes of unmarried and married prospective teachers towards mental health and emotional maturity.

Hypotheses-3

Co-relation between mental health and emotional maturity of prospective teachers.

Table-3

Variable		Mental Health	Emotional Maturity
Mental Health	Pearson Correlation	1	.474**
	Sig. (2-tailed)	-	.000
	N	200	200
Emotional Maturity	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.000	-
	N	300	300

The above-mentioned table suggests that, Pearson's correlation coefficient $r = .474$ as well as $p = .000$ for connection between the mental health as well as emotional maturity scores of prospective teachers of Chennai. As $p < .05$, what this means is that there's a considerable correlation between the mental health as well as emotional maturity scores of emotional maturity of Chennai, at .05 level of significance, $r = .474$, $N=200$, $p = .000$. The power of the association suggests that mental health, as well as emotional maturity, have a statistically significant with perfect linear relationship. The guidance of the connection is actually good, which means that mental health and emotional maturity are likely to increase collectively. The magnitude or even power of the association is roughly moderate.

Conclusion

Nowadays, the teaching profession is quite challenging. The teacher has to impart the knowledge to the students according to the current standards, which are pretty high. Thus, the teacher should be mentally healthy and emotionally stable. Hence, some reforms in the B.Ed. curriculum may be made in order to make the prospective teachers more maturity and efficient in the teaching-learning process. They may be given chance to interact with each other through workshops and exhibitions which should be organized accordingly. It may help in developing responsibility and capacity for adjustment in all types of emotional situations. There should be provision in the B.Ed. program for emotional training of the prospective teachers so that they can react in the real classroom situations. This may help teachers, administrators, educational planners and concerned authorities for making the teaching-learning process more effective.

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