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Self Confidence and Emotional Maturity of B.Ed Teacher Trainees

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ABSTRACT

The present study evaluates the emotional maturity and self-confidence among adolescents. The sample consisted of 330 B.Ed teacher trainees from Tirupattur Vellore district of Tamilnadu. Self-confidence inventory developed by the research scholar, Emotional Maturity Scale developed by Dr Yashvir Singh and Dr Mahesh Bharagava. The data was analysed using "t" test. The results discovered that there is no significant difference between male and female B.Ed teacher trainees on emotional maturity; no significant difference between married and unmarried B.Ed teacher trainees on level of emotional maturity; and there is no significant difference between age of the B.Ed teacher trainees on self confidence but there is significant difference between science and arts stream trainees on level of self confidence. The outcomes found that there is no significance between age, marital status, and stream of the student.

Key Words : Emotional maturity, Self confidence

INTRODUCTION

Children are the future citizens of a country. They not only constitute a large group but also vulnerable or special risk groups of our community. Children are the greatest resource of the nation. The children are required to adopt certain behavioural standards for the integration of the society. These standards vary somewhat from culture to culture and society to society but generally they are the key regulators that guide the child towards the social and away from anti-social behaviour. Adolescent period of child's life is of great importance and is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have become still more compared to the yesteryears. Family, which plays an important role in the personality development of adolescents, is undergoing structural, emotional and interactional transformations.

Emotional maturity:

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities.

Self confidence:

Self-confidence is the conviction that one is commonly equipped for creating wanted outcomes. The increment in fearlessness creates intrinsic characteristics of self-commendable and competency by the support. Self-confidence is connected with progress. A sure frame of mind, a conviction and a confidence in oneself and one's thoughts are basic in excelling however it should likewise be recollected that fearlessness develops with the progress that implies it is alluring to build up those characteristics inside oneself that make for progress.

Need and importance of the study:

A self-confidence assured understudy dependably modifies himself viable in the earth and advances

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adequately. He/she never fear from any disappointment and dependably succeeds in his understudy life as well as in as long as he can remember self-confidence understudies never permit any kind of dread, fear or uneasiness to command them. They generally have a positive outlook and disappointment never prevent their advancement. They never enable any sort of feeling of inadequacy to create in themselves. They generally have confidence in themselves and take the right choice inopportune time. The discoveries of present examination can give a piece of information to upgrading fearlessness of understudies, enhancing instructional techniques and powerful learning.

Passionate development predicts capacity to oversee and screen claim feelings, to survey the enthusiastic condition of others and to impact their sentiments while viability reflects enthusiastic knowledge. The most remarkable sign of passionate development is the capacity to manage the circumstances in like manner and deliberately and even in the outrageous conditions be sincerely steady and leveled out.

Statement of the problem:

"Self confidence and Emotional maturity of B.Ed teacher trainees".

Operational definitions:

For the purpose of clarity, the definition of important terms in the statement of the problem is given below.

Self-confidence:

Self confidence is a positive attitude of oneself towards oneself concept. It is an attribute of perceived self. Self confidence refers to a person's perceived ability to tackle situations successfully without learning on others and to have a positive self evaluation.

Emotional maturity:

Emotional maturity refers to that stage of individual in which the individual is able to face reality and deal with it, is interested in giving and receiving love, is able to learn from his experiences and is able to accept frustration and hostility in a constructive manner.

Objectives of the study:

The following objectives are formulated for the study

1. To find out the significant difference between self-confidence and Emotional maturity among teacher trainees based on Age.

2. To find out the significant difference between self-confidence and Emotional maturity among teacher trainees based on stream.

3. To find out the significant difference between self-confidence and Emotional maturity among teacher trainees based on marital status.

Hypotheses of the study:

The following Hypothesis have been formulated for the present study.

1. There is no significant difference between self-confidence and Emotional maturity among teacher trainees based on Age.

2. There is no significant difference between self-confidence and Emotional maturity among teacher trainees based on stream.

3. There is no significant of between self-confidence and Emotional maturity among teacher trainees based on marital status.

Delimitations of the study:

The study has been limited to the following.

1. The study is confined to Tirupattur Educational District of Tamil Nadu State.

2. The present investigation is confined to pupils of B.Ed teacher Trainees only.

3. A few B.Ed colleges only were selected for this study.

METHODOLOGY

Population:

The population of the study included B.Ed teacher trainees in and around Tirupattur Educational District, Vellore, Tamil Nadu.

Sample of the study:

In the present study, sample was selected from the B.Ed., student teachers from Vellore District, Tamil Nadu. The data were collected from 330 student teachers from five Education colleges, which were selected at randomly.

Tools:

The following tools were used for collecting data for the study:

a) Emotional maturity scale by Dr Yashvir Singh And Dr Mahesh Bharagava

b) Self confidence Scale developed by the

researcher

Description of the tool and scoring procedure:

The questionnaire comprises three parts.

Section A : This section was designed to collect preliminary information regarding B.Ed student teacher *i.e.* age, marital status, stream of the student and type of family.

Section B: Self confidence scale used was developed and standardized by the Research scholar and guide. The tool has 60 items under 6 areas: a) Self acceptance B) Self efficacy, C) Self esteem D) Self belief E) Self assurance and F) Self determination.

Section C : Emotional maturity scale was developed and standardized by This scale asks the Develop Y. Singh and M. Bhargava. Emotional Maturity Scale the It contains 48 items under the five categories emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. Independence is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others where, he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities. He should never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions. A dependent person shows parasitic dependence on other is erotic and lacks 'objective interests'.

Scoring procedure: Self confidence:

The items were scored on a four point scale.

The scoring for the positive items are for strongly agree, a score of '4' is given, for agree a score of '3' is given, for disagree a score of '2' and for strongly disagree a score of '1' is awarded.

a) Strongly Agree, b) Agree, c) Disagree, e) Strongly Disagree

(4) (3) (2) (1)

The scoring for the negative items are for strongly agree, a score of

'1' is given, for agree a score of '2', for disagree a score of '3' and for strongly disagree a score of '4' is awarded.

a) Strongly Agree, b) Agree, c) Disagree, d) Strongly Disagree

(1) (2) (3) (4)

Higher score represent the higher self confidence. The maximum self confidence is 240 (60 items × 4 marks) and the minimum attitude usage in internet is 60 (60 items × 1 mark).

Scoring procedure: Emotional maturity:

People think of him an unreliable person. Each item in the emotional maturity scale consisting of very much, much, undecided, probably and never options with the score of 5, 4, 3, 2 and 1 mark, respectively. The total range of the scoring lies in between 48 -240. In the interpretation if the score lies in between 50-80 extremely stable, 81-88 moderately stable, 89-106 unstable and 107-240 extremely unstable. Likewise the score measures the negative score of the individual.

Statistical techniques used:

With the help of SPSS package, the 't' test were applied to analyze the data.

RESULTS AND DISCUSSION

Hypothesis 1:

There is no significant difference in self confidence among B.Ed teacher trainees based on their age.

The result shows that the below 27 years old and above 27 years old B.Ed teacher trainees slightly differ in self confidence. It indicates that above 27 years old

Table 1 : Significance difference in the self confidence of B.Ed teacher trainees based on age

Dimensions of Self confidence	Age				't' Value	Significant Level
	Below 27		Above 27			
	Mean	S.D	Mean	S.D		
Self acceptance	35.71	1.803	35.93	1.926	.351	NS
Self efficacy	35.90	1.560	36.41	1.564	.393	NS
Self esteem	35.89	2.00	36.1059	2.19861	.435	NS
Self belief	35.6735	1.29179	35.8588	1.35535	.277	NS
Self assurance	36.551	1.97174	36.5529	1.86768	.994	NS
Self determination	35.6694	1.76744	35.9882	1.78948	.158	NS
Self confidence	215.21	8.11	216.66	8.414	.169	NS

B.Ed teacher trainees have better self confidence compared to the below 27 years old B.Ed teacher trainees.

Table 1 reveals that the mean scores of below 27 years old and above 27 years old B.Ed teacher trainees on self confidence are 215.21 and 216.66 respectively. Further the 't' value 0.169 shows that it is not significant at 0.05 level. So the null hypothesis is accepted.

Hypothesis 2:

There is no significant difference in self confidence among B.Ed teacher trainees based on their marital status.

The result shows that the married and unmarried B.Ed teacher trainees slightly differ in self confidence. It indicates that married B.Ed teacher trainees have better self confidence compared to the unmarried B.Ed teacher trainees.

Table 2 reveals that the mean scores of married and unmarried B.Ed teacher trainees on self confidence are 216.31 and 215.32, respectively. Further the 't' value 0.355 shows that it is not significant at 0.05 levels. So the null hypothesis is accepted.

Hypothesis 3:

There is no significant difference in self confidence among B.Ed teacher trainees based on their stream.

The result shows that the science and arts B.Ed teacher trainees slightly differ in Self confidence. It indicates that science B.Ed teacher trainees have better self confidence is compared to the arts B.Ed teacher trainees.

Table 3 reveals that the mean scores of science and B.Ed teacher trainees on self confidence are 215.734 and 215.339, respectively. Further the 't' value 0.683 shows that it is not significant at 0.05 levels. So the null hypothesis is accepted.

Hypothesis 4:

There is no significant difference in emotional maturity among B.Ed teacher trainees based on their age.

The result shows that the below 27 years old and above 27 years old B.Ed teacher trainees slightly differ in emotional maturity. It indicates that below 27 years old B.Ed teacher trainees have better emotional maturity compared to the above 27 years old B.Ed teacher trainees.

Table 4 reveals that the mean scores of below 27 years old and above 27 years old B.Ed teacher trainees on emotional maturity are 187.355 and 187.294, respectively. Further the 't' value 0.977 shows that it is

Table 2 : Significance difference in the self confidence of B.Ed teacher trainees based on marital status

Dimensions of Self confidence	Marital status				't' Value	Significant Level
	Married		Unmarried			
	Mean	S.D	Mean	S.D		
Self acceptance	35.91	1.980	35.71	1.782	.425	NS
Self efficacy	35.97	1.560	35.94	1.564	.892	NS
Self esteem	36.08	2.08	35.9016	2.04843	.490	NS
Self belief	35.7209	1.47649	35.7213	1.29107	.998	NS
Self assurance	36.5465	1.79972	36.5533	1.99413	.977	NS
Self determination	35.8837	1.88129	35.7049	1.73887	.441	NS
Self confidence	216.314	8.65993	215.324	8.03578	.355	NS

Table 3 : Significance difference in the self confidence of B.Ed teacher trainees based on stream

Dimensions of Self confidence	Stream				't' Value	Significant Level
	Science		Arts			
	Mean	S.D	Mean	S.D		
Self acceptance	35.84	1.767	35.64	1.938	.336	NS
Self efficacy	35.97	1.450	35.91	1.728	.777	NS
Self esteem	35.97	1.94	35.9213	2.22756	.854	NS
Self belief	35.7586	1.26486	35.6614	1.45417	.535	NS
Self assurance	36.6207	1.94197	36.4409	1.94632	.415	NS
Self determination	35.8325	1.71814	35.622	1.86415	.305	NS
Self confidence	215.734	7.62215	215.339	9.07659	.683	NS

not significant at 0.05 level. So the null hypothesis is accepted.

Hypothesis 5:

There is no significant difference in emotional maturity among B.Ed teacher trainees based on their marital status.

The result shows that the married and unmarried B.Ed teacher trainees slightly differ in emotional maturity. It indicates that married B.Ed teacher trainees have better emotional maturity compared to the unmarried B.Ed teacher trainees.

Table 5 reveals that the mean scores of married and unmarried B.Ed teacher trainees on emotional maturity are 186.709 and 187.561, respectively. Further the 't' value 0.694 shows that it is not significant at 0.05 levels. So the null hypothesis is accepted.

Hypothesis 6:

There is no significant difference in emotional maturity among B.Ed teacher trainees based on their stream.

The result shows that the science and arts B.Ed teacher trainees slightly differ in emotional maturity. It indicates that science B.Ed teacher trainees have better emotional maturity compared to the arts B.Ed teacher trainees.

Table 6 reveals that the mean scores of science and B.Ed teacher trainees on emotional maturity are 187.32 and 187.39, respectively. Further the 't' value 0.979 shows that it is not significant at 0.05 levels. So the null hypothesis is accepted.

Table 4 : Significance difference in the emotional maturity of B.Ed teacher trainees based on age

Dimensions of emotional maturity	Age				't' Value	Significant Level
	Below 27		Above 27			
	Mean	S.D	Mean	S.D		
Emotional stability	39.15	3.933	39.18	4.036	.953	NS
Emotional progression	39.28	5.642	38.85	5.302	.527	NS
Social adjustment	39.36	5.05	39.8706	4.8176	.406	NS
Personality integration	40.7633	5.2582	40.2118	5.05233	.392	NS
Independence	28.8082	5.40415	29.1882	5.32625	.573	NS
Emotional maturity	187.355	16.8146	187.294	16.3181	.977	NS

Table 5 : Significance difference in the emotional maturity of B.Ed teacher trainees based on marital status

Dimensions of emotional maturity	Marital status				't' Value	Significant Level
	Married		Unmarried			
	Mean	S.D	Mean	S.D		
Emotional stability	39.40	2.540	39.07	4.345	.405	NS
Emotional progression	38.38	6.053	39.44	5.350	.153	NS
Social adjustment	39.92	5.23	39.3402	4.90098	.372	NS
Personality integration	39.6628	5.25941	40.959	5.15265	.050	NS
Independence	29.3488	5.62927	28.75	5.29063	.390	NS
Emotional maturity	186.709	17.5196	187.561	16.3825	.694	NS

Table 6 : Significance difference in the emotional maturity of B.Ed teacher trainees based on stream

Dimensions of emotional maturity	Stream				't' Value	Significant Level
	Science		Arts			
	Mean	S.D	Mean	S.D		
Emotional stability	39.05	4.302	39.31	3.333	.538	NS
Emotional progression	38.93	5.642	39.54	5.405	.326	NS
Social adjustment	39.53	4.89	39.4252	5.16478	.852	NS
Personality integration	40.6355	5.22514	40.5984	5.19044	.950	NS
Independence	29.1675	5.52595	28.4882	5.1283	.257	NS
Emotional maturity	187.32	16.9271	187.37	16.2997	.979	NS

Main findings:

The main findings show that there is no significant difference between age, marital status and stream of the B.Ed teacher trainees between self confidence and emotional maturity. But there are slight changes between the above variables. The first year trainees are better in some activities compared to second year teacher trainees.

Conclusion:

The study showed that the B.Ed teacher trainees were show similarity on self-confidence. The married and unmarried B.Ed teacher trainee's shows likeness on emotional maturity but there is difference in self confidence, the Science trainee's performance higher self confidence. The development of any country requires incorporated personality of young generation. Based on the finding discussions, it could be concluded that we must develop positive approach, emotional steadiness and self-confidence among adolescents and aspire them for good academic achievement. In the context of liberalization, privatization and globalization of education, a healthy, creative, creative and original education is the need of the hour. The education system relies on the future teachers.

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