CHAPTER-6

SUMMARY AND IMPLICATIONS

6.0 INTRODUCTION OF THE PROBLEM

Our present education system is not prepared to keep pace with societal transformation. We have very readily accepted the modernization but what about the culture lag? Due to this culture lag, Indian society is facing lot of problems today. Our young generation is not prepared to digest the amount of information they have access to. And to add to it, there is nobody to give them proper guidance and direction. Parents generally pressurize them instead of understanding their abilities and skills and so misguide them. This results in wasting time and talent of children. In our examination centered education, first responsibility of the teachers is to complete the syllabus well in time irrespective of whether students understand or not and irrespective of whether whatever they are teaching has any application value. Their second responsibility is to correct answer sheets and prepare result in time. And in this manner student complete his or her one year of education.

Now, in this complete process, parents conveniently blame school and school easily blame parents for any issue related to performance or behavior. In this game of shifting responsibility on one and another, students get lost somewhere in the problem. What is the solution to this? Education system, being a very significant part of society, should take responsibility to get to the roots of this problem. Solution to this is emotionally sensitive teachers. Teachers, who have positive attitude, dedication and passion for the profession of teaching. Teachers, who can inspire rather then instructing. Teacher, who has the ability to transform knowledge into their students in the form of expression. And teacher, who is *Guru* in real sense and can lead their students from darkness to light.

But the question is how to prepare such teachers. It is a well accepted fact that our teacher education programs are not able to do so. How to prepare teachers for wholistic development of learners when teacher education has largely been functioning in cognitive domain and is still stuck to traditional model of education? (Goel, C. & Goel, D.R., 2008). The solution to this is adding emotional component in our teacher education program and aiming at preparing emotionally mature teachers.

6.1 EMOTIONS

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) re-emphasized statement of William James, (1884) that emotional process follows the perception of the stimulus. Perception depend lot on the personality traits. Emotional display is resultant of our perception, feelings and thoughts.

6.2 EMOTIONAL COMPETENCIES

Emotional processing proceeds from intrapersonal to interpersonal level (Elfenbein, 2006). There are various emotional competencies related to these levels and they determine our potential to learn and develop. These competencies can be divided into two basic domains of '*self*' and '*social*'. Boyatzis, and McKee (2002) (as cited in Elfenbein, 2006) included self-confidence, conflict management skills, fostering a service climate, and living one's values with transparency. Sayeed, O.B. & Shanker, M. (2006) listed following emotional competencies:

Impulsiveness
Self-acceptance
Problem-solving orientation
Self-awareness
Self-confidence
Decisiveness and independence
Personal fulfillment
Anxiety and stress, and
Assertiveness.

These competencies have been divided into five clusters for the purpose of study based on the model given by Goleman (1995):

Self-awareness cluster: knowing one's internal states, preferences, resources, and intuitions. It includes following:

Emotional awareness: Reflects the importance of recognizing one's own feelings and how they affect one's performance.
Accurate self-assessment: knowing one's strengths and limits.
Self-confidence: A strong sense of one's self-worth and capabilities.

Self-regulation cluster: Managing one's internal states, impulses and resources. It includes following:

Self-control: Keeping disruptive emotions and impulses in check.
Trustworthiness: Maintaining standards of honesty and integrity.
Conscientiousness: Taking responsibility for personal performance.
Adaptability: Flexibility in handling change.
Innovation: Being comfortable with novel ideas, approaches and new information.

Self-motivation cluster: Emotional tendencies that guide or facilitate reaching goals. It includes following:

Achievement drive: Striving to improve or meet a standard of excellence.
Commitment: Aligning with the goals of the group or organization.
Initiative: Readiness to act on opportunities.
Optimism: Persistence in pursuing goals despite obstacles and setbacks.

Social-awareness cluster: Awareness of other's feelings, needs, and concerns. It includes following:

Understanding others: Sensing other's feelings and perspectives, and taking an active interest in their concerns.

Developing others: Sensing other's development needs and bolstering their abilities.

Service orientation: Anticipating, recognizing, and meeting other's needs.

Organisational awareness: Ability to read the currents of emotions and political realities in groups.

Social skills cluster: Adeptness at inducing desirable responses in others. It includes following:

Influence: Wielding effective tactics for persuasion.

Communication: Listening openly and sending convincing messages.

Conflict management: Negotiating and resolving conflicts.

Leadership: Inspiring and guiding individuals and groups.

Change catalyst: Initiating or managing change.

Building bonds: Nurturing instrumental relationships.

Collaboration and cooperation: Working with others towards shared goal.

Team capabilities: Creating group synergy in pursuing collective goals.

6.3 EMOTIONAL INTELLIGENCE

Goleman (1999) defines emotional intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'.

6.4 EMOTIONAL MATURITY

The definition of EM, according to Hyatt, Hyatt, and Hyatt (2007) is, "The understanding and acceptance of all of one's normal feelings and emotions and the appropriate response to those emotions in all circumstances. The understanding of one's own paradigm and the awareness that this may not be totally accurate or complete. The willingness to expand and enlarge one's paradigm with the acquisition of new information while recognizing and accepting differences in others as assets to be valued."

According to Bernard, (1954) (as cited in Singh & Bhargava, (1990) **following are the criteria of emotionally mature person:**

14) Inhibition of direct expression of negative emotions.

15) Cultivation of positive, up building emotions.

16) Development of higher tolerance for disagreeable circumstances.

17) Increasing satisfaction from socially approved responses.

18) Increasing dependence of actions.

19) Ability to make a choice and not brood about other choices.

20) Freedom from unreasonable fear.

21) Understanding and actions in accordance with limitations.

22) Awareness of the ability and achievements of others.

23) Ability to err without feeling disgraced.

24) Ability to carry victory and prestige with grace.

25) Ability to delay the gratification of impulses.

26) The enjoyment of daily living.

"The highest level of emotional maturity is a state where a person acquires wisdom to think objectively, and treats all human beings equally, by being nonjudgmental about any situation or a person and has an ability to achieve self-realization by being emotionally detached".

6.5 EMOTIONAL MATURITY AND EMOTIONAL INTELLIGENCE

Emotional Maturity has interested researchers over the years. Many developmental psychologists in 1800s have talked about emotional maturity (Loevinger, Adler, Jung, Allport). While research efforts have made significant impact and progress among researchers and implementers in child psychology and developmental psychology, it has failed to catch the public imagination. Other related concept, **emotional intelligence** has been a more recent stream of research. Emotional intelligence has been a more popular concept and has caught the public imagination. This has resulted in significant research, consulting work and corporate projects focusing on emotional intelligence. Emotional intelligence has been studied by many researchers and psychologists. It has been mainly defined as the knowledge of one's emotions, motivating oneself and managing self and

relationships. Theorists have expressed interest in EM and have sought to define it; however, these definitions are insufficient and simply define components of EI. A by-product of the popularity of 'emotional intelligence' is that it is often used interchangeably with 'emotional maturity'

6.6 NEED FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

Entering teachers may come with academic, social and emotional problems. Are these teachers capable enough to understand, handle and resolve the diverse problems faced by today's adolescents? Is there any concrete and practical content in our present teacher training programs to prepare teachers who can understand and solve student's problems? Can our school teachers' guide and counsel students for their social and emotional aspects?

Educational intervention program involve proper planning and resources. It can be designed taking into consideration the problems and needs of teachers as well as students. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting.

6.7 REVIEW OF RELATED LITERATURE

The review of related literature is done in three parts to understand the topic wide and deep.

1) Emotional competencies as correlate of teacher's effectiveness:

Following studies were reviewed in order to understand the effect of various competencies on teaching performance: Kasinath, H.M. (2008); Morris-Rothschild, B.K. & Brassard, M.R. (2006): Yang, M.K. & Wang, G.S. (2001); Wells, K.H. (2004);; Rebecca, H., (2003); Brookhart, S.M. & Freeman, D.J. (1992); Mohanty, A. (1990); Agarwal, S. (1988); Basi, S.K. (1991); Choudhury, N.R. (1990); Awasthi, N. (1989); Clemence, S.M. (1989), Mishra, U.S. (1989); Mittal, J.P. (1989), Rastogi, A. (1989); Ram Gopal, (1987); Schwab, R.L. & Iwanicki, E.F. (1982); Blasé (1986); Morgan, S.R.

(1984); Veenman, S. (1984); Roherkemper, M.M. (1984); Khanna, P. (1985); Shukla, P.C. (1984); Uma, R. (1983); Wangoo, M.L. (1984); Thakur, T. (1976).

2) Emotional skills and student's performance:

Manoharan, R.J.L. & Doss, I.C. (2007); Singh, D. (2006); Pastey, G.S. & Aminbhavi, V.A. (2006); Drago, J.M. (2004); Parker, J.D.A., et all (2004); Kelly, B., et all (2004).

3) Intervention for enhancing emotional competencies:

Katharina, W. (2008); Grant, A.M. (2007); Singh, D. (2006); Clarke, N. (2006); Reilly, P. (2005); Maree, J.G. & Eiselen, R.J. (2004); Davies, M. & Bryer, F. (2004); Kaplan, F.B. (2003); Hofsteinl, A. (2003); Cameron, K.(1999); Cornille, T.A., et all (1999); Cheng, Y.C. (1994); Macfarland, M.C. (1988); Shukla, R.P. (1985).

6.7.1 Implications of review of literature for the present study

The literature has enough evidence that interventions through educational program can improve emotional competencies in teachers. Better emotional skills of a teacher can help students with different emotional and psychological problems like adjustment, frustration, and other behavioral problems. A sizable number of programs have been developed in Western countries for training teachers as well as students for enhancing their emotional skills.

But in India, still there is shortage of programs, especially in the field of education. There are orientation programs for teachers, but very limited. It is not the case that we do not have good teachers, but they definitely lack in number. They are not aware of their skills, or they are not able to bring these out properly. To overcome this gap, an educational program for enhancing emotional skills of student teachers is needed.

6.8 RATIONALE OF THE STUDY

In today's era of globalization, our traditional culture system is going through transformation, bringing in more materialistic gains and non-materialistic looses. People are busy earning money to meet their increasing demands. Competition is increasing day by day. Therefore, school teachers are bust with making students cram the complete syllabus in as much less time as possible. This situation is quite dazzling for adolescents. They need proper guidance and counseling to enhance their abilities and skills. But

parents and teachers suppress the best abilities and skills of students for studying mathematics and science and they even do not understand these subjects clearly and remain stressed and anxious. They need help from teachers to study and to remain a normal human being. This is only possible if teacher is non-judgmental and empathetic and if he or she can appreciate the individual difference of students.

So, a teacher always needs to be fully sensitive to all dimensions of personality, particularly, affective. The emotional maturity of teacher should find expression in all domains; whether it is teaching, talking, playing, walking, etc. Emotionally mature teachers are likely to produce emotionally balanced learners, and this transfer of maturity is very spontaneous, natural and continuous irrespective of the conditions it obtains. So there is a need to have holistic teacher education program for enhancing emotional maturity of the student-teachers

6.9 STATEMENT OF THE PROBLEM

DESIGNING, DEVELOPING AND IMPLEMENTING AN EDUCATIONAL PROGRAM FOR ENHANCING EMOTIONAL MATURITY OF STUDENT-TEACHERS

6.10 OBJECTIVES OF THE STUDY

1) To study emotional maturity of student-teachers.
2) To develop a program for enhancing emotional maturity of student-teachers.
3) To study effectiveness of the intervention program.

6.11 OPERATIONAL DEFINITIONS OF THE TERMS USED

DESIGNING: To prepare a framework of the program.

DEVELOPING: To prepare an actual program based on the framework.

IMPLEMENTING: To put the developed program into action.

EDUCATIONAL PROGRAM: Here the Educational Program refers to a program meant for bringing out the best of emotions which already exist. The Educational Program will include Pen Paper Exercises, Case Studies, Role Plays, Reflective Dialogues, Narrations,

and group discussions for enhancing self awareness, self management, self motivation, social awareness and social skills.

EMOTIONAL MATURITY: The ability to evaluate emotions of oneself and others; identify and express feeling; balance the state of heart and mind; appreciate other's point of view; develop others; delay gratification of immediate psychological satisfaction; and being adaptable and flexible.

STUDENT-TEACHERS: Students undergoing B.Ed Program.

6.12 DELIMITATION OF THE STUDY

There are a large number of dimensions of emotional competencies leading to emotional maturity but the present study is considering limited number of dimensions, namely, self-awareness, self-management, self-motivation, social- awareness and social-skills.

6.13 RESEARCH METHODOLOGY

6.13.1 Research Type

It is a developmental-cum-intervention study employing quantitative as well as qualitative research methodology

6.13.2 Research Design

The study employed Pre-Experimental Single Group Pre and Post Test-Intervention design.

6.13.3 The Population for the study

Student-teachers of India at Secondary School level of academic session 2007-2008 constituted population for the present study.

6.13.4 The Sample of the study

All the Student-teachers of academic session 2007-2008 at ICFAI College of Education, Dehradun comprised sample for the study. Sample size was the cluster of all these 51 student-teachers. Pre-test was administered on all of them. After pre-test, they were asked to volunteer for intervention program. 18 student-teachers out of 51 volunteered for the program. These 18 student-teachers comprised the sample for the intervention study.

6.13.5 Duration of the intervention program

Program was designed to develop various aspects of self and social skills. The program was designed for approximately 35 hours.

6.14 TOOLS AND TECHNIQUES EMPLOYED FOR THE STUDY

1) Emotional maturity scale of Dr.Yashwir Singh and Dr. Mahesh Bhargava (1990)
2) Program designed & developed by the investigator for enhancement of emotional maturity.
3) Observation
4) Discussion
5) Reflective Diary
6) In-depth Interviews
7) Thematic Apperception Test
8) Technology Enabled Narrations
9) Field Trip

Other then emotional maturity scale, other instruments used for designing the educational intervention program were:

Personal Effectiveness Scale (Teacher)
Personal Effectiveness Scale (General)
Dealing with Emotions
Locus of Control (LOC)
Motivation Profile
Attribution of Success and Failure-General (ASUFA-G)
Attribution of Success and Failure- Teacher (ASUFA-T)
Interpersonal Needs Inventory (IPNI)
Transactional Style Inventory

6.15 DATA COLLECTION PROCEDURE

1) Test was administered before and after intervention to check their status on Emotional Maturity Scale.
2) Educational Intervention program for enhancing emotional skills was developed by the researcher and administered for 35 hrs in different sittings.
3) Data during the program was collected using field notes, observation journal, group discussion records, interview records, TAT, TEN etc.

Schedule was prepared by the researcher as following:

6.15.1 PROGRAM SCHEDULE

Week	Theme	Sub dimensions	Content	Methodology	Resource Material
1. 1st June 08	Context Setting	_____	- IQ vs. EQ - Pre-test - Pre-test scoring - Personal interview	- Lecture cum presentation - Testing - Interpretation - Q&A	- Emotional maturity Scale
2. 8th June o8	Self-Awareness	Emotional awareness Accurate self-assessment Self-confidence	- Concept & Theory - Application of theory - Scoring - Activity 1 - Activity 12 - Activity 15 - Test-Instruments	- Ppt presentation - Home-assignment (reflection on results of instrument) - Pen paper exercise (Act 1 & 12) - Projection Technique (Act 12 & 15)	- Personal Effectiveness (G) (p-141, Pareek) - Personal Effectiveness (T) (p-146, Pareek) - Dealing with emotions (p-200, Pareek) - Painting for activity 15 - Handouts for activity 12 & 1

3. 15th June 08	Self-Management	Self-control Trustworthiness Conscientiousness Adaptability	- Concept & Theory - Application of theory - Scoring - Activity 19 (Are you satisfied with your time managemen t?) - Activity 20 (whom do you attribute your success and failure to?) - Activity 11 (Story telling) - Test instruments	- Ppt presentation - Home-assignment (reflection on results of instrument) - Introspection (Activity 19 & 20) - Story telling (Activity 11) - Testing	- LOC (p-156, pareek) - Handouts for activity 19, 20. - Story from "Who moved my cheese?"
4. 22nd June 08	Self Motivation	Achievement drive Initiative Commitment Optimism	- Concept & Theory - Application of theory - Scoring - Activity 4(a) - Activity 4(b) - Activity 5 - Activity 10 - Test instruments	- Ppt presentation - Home-assignment (reflection on results of instrument) - Pen paper exercise (Activity 4 a, b & 5) - Building tower of blocks (Activity 10) - Testing	- ASUFA (G) (p-174, pareek) - ASUFA (T) (p-182, pareek) - Handout for activity 4 (a), 4 (b). - Discussion on Stephen Hawkins (act 5) - What do you look for in a job? (p-227, Pareek)

5. 29th June 08	Social Skills	Empathy Service-orientation Organizational-awareness	- Concept & Theory - Application of theory - Scoring - Activity 3 - Activity 6 - Activity 16 - Test instrument	- Ppt presentation - Home-assignment (reflection on results of instrument) - Reflection dialogue and group discussion for video clips - Pen paper exercise - Group discussion for activity 6 - Project Method for activity 16 - Testing	- IPNI (224, Pareek) - Movie (Blue umbrella) for activity 3 - Handout for activity 6
6 & 7 6th,13th July 08	Social Management	Developing others Influence Communication Conflict-management Leadership Change catalyst Building bonds Teamwork & collaboration	- Concept & Theory - Application of theory - Scoring - Activity 2 - Activity 7 - Activity 9 - Activity 10 (b) - Activity 18 - Test instrument	- Ppt presentation - Games - Home-assignment (reflection on results of instrument) - Case analysis (act 2) - Role play (Activity 7) - Field trip (Activity 9) - Games (Activity 10 b) - Public speaking (Activity 18) - Testing	- Transactional styles (p-355, pareek) - Handouts (activity 2 & 7) - Wooden blocks (activity 10 b). - Scripts for role play
8.	Conclusion				

20th July 08		_____	Interpretation of few tests	Counseling / Debriefing	_____
9. 27th July 08	Follow-up	_____	Discussion Difference Scoring (post test) Interpretation	Personal discussion Difference Scoring	_____

Data were collected dimension wise. Every week there were activities and tests related to one dimension as following:

1st week:

General discussion about emotional maturity and pre-test was conducted.

2nd week:

Activities and tests related to first dimension **self-awareness** were administered. This included:

j) PowerPoint presentation on theory and concept of self-awareness.
k) Activity 1: it is a pen paper exercise for self analysis.
l) Activity 12: it is a pen paper exercise wherein respondents are supposed to write words or sentences or draw anything related to various aspects of their life which were mentioned in the handout.
m) Activity 15: a painting was shown to all the participants and they were asked to interpret the painting as they understand or perceive it.
n) Personal effectiveness scale, which scores general effectiveness in group and also effectiveness as a teacher.
o) Dealing with emotions. This scores rumination and ability to flow of an individual.

3rd week:

Following activities and tests related to second dimension, i.e., **self-management**, were administered:

i) PowerPoint presentation of theory and concept of self-management.
j) Locus of control inventory. This reflects internality and externality of people as factors related to their effectiveness.
k) Activity 19: this is introspection and reflection on given topic. Are you satisfied with you time-management? Think of an incident where you feel you could have managed your time properly and would have achieved more.
l) Activity 20: this is also introspection and reflection on factors related to success and failure. What do you feel is more responsible for your success and failure, your ability and effort or luck and other related people?
m) Activity 11: A story *'Who moved my cheese?'* was narrated to them and analysis of various characters of story was done.

4th week:

Following activities and tests related to third dimension, i.e., **self-motivation,** were administered:

m) PowerPoint presentation of theory and concept of self-motivation.
n) Activity 4 (a): Respondents were given handouts to rank the various factors that motivate them.
o) Activity 4 (b): pen paper exercise to write about strengths and achievements.
p) Activity 5: discussion on achievements of Stephen Hawkins.
q) Activity 10(a): wooden blocks game to test achievement drive.
r) Attribution of success and failure- General (ASUFA-G): this inventory is designed to measure and enhance level of optimism and related aspects.
s) ASUFA- Teacher: this inventory is designed to measure and enhance teacher's level of optimism and related aspects.
t) Intrinsic and extrinsic motivation: what do you look for in a job? Instrument was administered.

5th week:

Following activities and tests related to fourth dimension, i.e., **social-skills,** were administered:

a) PowerPoint presentation of theory and concept of social skills.
b) Activity 6: this is a reflective dialogue and discussion on a given problem. Your first appointment is in very remote area in hills. There is no proper sanitation and you cannot take your family along due to many factors which also includes inclement weather. Residents of village are not motivated for education and main occupation is farming. What do you think, is your social responsibility?
c) Activity 3: it is reflective written exercise. Respondent were asked to reflect on some issues from movie 'Blue Umbrella'.
d) Activity 16: Respondents were asked to design any activity were they can show empathy and service orientation.
e) Interpersonal need inventory was administered.

6th and 7th week:

Following activities related to fifth dimension, i.e., **social-management,** were administered:

a. Activity 2: Case-analysis was to be done. Case was given related to problem of late-comers in school.
b. Activity 7: role play and reverse role play was done. Theme was related to observing science fair in school.
c. Activity 9: respondents were asked to organize a field trip.
d. Activity 10(b): respondents were asked to prepare a tower of wooden blocks in pair.
e. Activity 17: Brainstorming session including stimulating questions related to leadership and change catalyst.
f. Activity 18: inspirational speech to be given by respondents.
g. Transaction styles inventory and team effectiveness inventory was administered.

8th week:

Post-intervention test was administered. Interpretation of remaining tests was done. Personal discussion, counseling and debriefing was done.

9th week:

Results of post-test were discussed individually. Respondents were asked to give comments about the intervention program.

6.16 DATA ANALYSIS AND INTERPRETATION

Data analysis was done in various stages as following according to the requirements of the program:

1) Emotional maturity of student-teachers was scored as mentioned in the scale manual

2) Quantitative analysis of all the instruments was done as per the scoring procedure mentioned in the manual. These instruments are mainly used for the purpose of training to give more insight into particular dimension of an individual.

3) Content analysis was done with help of experts for all the activities designed by the researcher.

Table 6.16: Scores and status of student-teachers on Emotional Maturity pre and post intervention

Sr. no.	NAME	PRE-TEST		POST-TEST	
		Score	Status	Score	Status
A	Vandana	79	Extremely Stable	75	Extremely stable
B	Jyoti	82	Moderately stable	77	Extremely stable
C	Harmani	97	Unstable	85	Moderately stable
D	Sanjay	105	Unstable	88	Moderately stable
E	Manish	125	Extremely unstable	77	Extremely stable
F	Yogender	91	Unstable	79	Extremely stable
G	Ashok	91	Moderately stable	80	Extremely stable
H	Mansi	69	Extremely stable	61	Extremely stable
I	Avneet	120	Extremely unstable	108	Extremely unstable
J	Rinku	69	Extremely stable	55	Extremely stable
K	Sushma	110	Extremely unstable	100	Unstable
L	Mridula	74	Extremely stable	54	Extremely stable
M	Mona	90	Unstable	81	Moderately stable
N	Astha	82	Moderately stable	60	Extremely stable

O	Sarita	77	Extremely stable	60	Extremely stable
P	Laxmi	95	Unstable	85	Moderately stable
Q	Kavita	110	Extremely unstable	85	Moderately stable
R	Balwinder	106	Unstable	95	Unstable

6.17 FINDINGS

The table 6.16 presents emotional immaturity score before intervention and emotional immaturity score after intervention. All the cases are showing decrease in emotional immaturity. Although, the difference in pre-test and post-test is not constant in all the cases but there is difference in all the cases pre and post intervention.

1. Mona:

Her score of emotional immaturity was 90 before intervention which falls in range of being unstable. After intervention, her score reduced to 81 which is moderately stable. She has moved from unstable to moderately stable range.

She was found to be task-obsessive from her scores on personal effectiveness scale during intervention program which includes low perceptiveness and high openness to feedback. After proper counseling for using problem-solving skill then task-obsessive behavior and introspection by the participant she was found to be using problem-solving skill.

Her self-confidence was found to be high from her attributional profile whereas during observation it was found low especially in activities related to public speaking. Improvement was seen in her confidence level during public speaking after group activities. It was observed after the program that she significantly improved on her goal setting, reason for that can be attributed to her high adaptability and openness to feedback.

2. Vandana:

Her score of emotional immaturity before intervention was 79 which is extremely stable. After intervention, it decreased to 75 which fall in the same range.

Her score on attributional profile indicates her self-confidence to be above average whereas during observation it was found to be below average, specially during public speaking. After this intervention program, she was found to have good combination of, openness to feedback, ambition, determination, self-directedness, self-confidence, high adaptability and empathy which inferred her behavior to be emotionally mature.

She was found to have development need for assertiveness and self-expectation. It was found after intervention that she improved on self-expectation and confidence for public speaking.

3. **Jyoti:**

Her score on emotional immaturity before intervention was found to be 82 which is moderately stable. After intervention, it decreased to 77 which is extremely stable.

During intervention she was found to have good combination of flow and rumination and high ambition, determination, self-directedness, self-confidence, hopefulness and optimism which made her score moderately stable on emotional maturity scale. She was found to be aggressive, unreceptive to influence, unappreciative while recognizing others and less empathetic.

Her accomplishments were found to be less then her strengths and potential and also lower achievement drive. During intervention she increased introspection on her scores and improved on empathy and appreciating others for their effort. Although it has reduced, but she still need to work on her aggression. Overall, her scores and behavior after intervention indicate her to be extremely stable.

4. **Manish:**

His score on emotional immaturity before intervention was found to be 125 which is extremely unstable. After intervention, his scores decreased to 77 which is extremely stable category.

During intervention he was found to be open to feedback, effective as a teacher, less reactive, and sensitive towards need of education for an individual and society. His scores on attributional profile indicate lower self-directedness and higher group-directedness. His accomplishments were found less then his strengths.

After intervention, he has shown significant improvement on scores of emotional maturity. He was found to be improved in self-directedness, achievement drive and assertiveness. He was found to show lower group-directedness. He was already having positive attitude towards people and was found to be less reactive. Improvement in all these competencies improved his scores on emotional maturity.

5. **Sanjay:**

His score on emotional immaturity before intervention was found to be 105 which fall in range of unstable. After intervention, it decreased to 88 which fall in range of moderately stable.

During intervention he was found to have flow below average and rumination above average. His teaching effectiveness was found to be very low whereas his personal effectiveness was found to have high scores which were confirmed by his scores on IPNI which indicate high socially interactive behavior and receptive to influence. He was found to be highly reactive and impulsive during various group activities which were confirmed by his scores on transactional inventory which indicate high score on reactive behavior and average score on adaptability. He was found to be less confident and indecisive during activities which were confirmed by his results on transactional inventory and TAT.

After intervention, he was observed to be improved on confidence and expression of his thoughts during public speaking. Regular counseling helped to instill positive attitude. His self-awareness, self-motivation and social-skills enhanced and there was still scope to enhance self-management and social-management.

6. **Sarita:**

She scored 77 in pre-test which falls in extremely stable range. Her scores in post-test decreased to 60 which is again the same range but there is in improvement in scores.

During intervention she was found to have external locus of control in LOCO inventory which was confirmed by her high score on fatalism in ASUFA inventory as well as activity 20 in which they were asked to reflect on the factors which they feel are important for success and failure. She was found to have extrinsic motivation for work in motivational profile inventory. She was found to be doubtful about friends and relationship of friendship. She was found to be unreceptive from IPNI and highly reactive in transactional inventory.

After intervention, her attitude about her friends improved. With counseling, she understood that effort and hardwork is equally important. Her behavior with her friends and in group improved.

7. **Avneet:**

She scored 120 in pre-test which falls in range of extremely unstable and her results decreased to 108 but the range remained same.

During intervention, she was found to have high scores for effectiveness as a teacher in personal effectiveness (teacher) inventory which was confirmed by activity 18 where they were asked to give an inspirational speech and on any self-chosen topic. She delivered a speech on handling small children carefully. Her combination of flow and rumination was found to be very unbalanced with below average score on flow and above average score on rumination. She was found to have extrinsic motivation for work. She was found to have dysfunctional dependence on others from her score on LOCO inventory which was confirmed by activity 20 in which they were asked to reflect on the factors which they feel are important for success and failure. Also, in IPNI she was found to be dependent in need for receiving control and receptive to influence, she scored high on

fatalism in attribution profile. Her self-directedness and self-confidence was found to be average.

After intervention, significant change was observed in her self-confidence, self-directedness and so decrease in dependence on others. Little improvement was observed in her attribution to luck and other people for success and failure.

8. Sushma:

She scored 110 on emotional maturity scale in pre-test which falls in range of extremely unstable. Her score decreased to 100 in post-test which is range of unstable.

During intervention, she was found to have good combination of flow and rumination. She scored high on intrinsic factors for work motivation. She scored high on external locus of control (luck) which was confirmed by high score on fatalism in ASUFA inventory and also activity 20 in which they were asked to reflect on the factors which they feel are important for success and failure. She was found to have less self-directedness, lower self-confidence and high compliance in her scores on ASUFA inventory. Her IPNI scores show that she is interaction-shy, reserved and receptive to influence. She was found to be highly adaptive and creative and normative from transactional inventory.

After intervention, she was found to improve significantly on self-directedness and self-confidence. Her ability to interact socially, improved. As she was found to be receptive to influence, counseling sessions regarding scores on various inventories and activities helped her for working on self-directedness.

9. Astha:

In pre-test, she scored 82 on emotional maturity scale which falls in the range of moderately stable. Her post-test score was 60 which is extremely stable range.

During intervention, she was found to have average score on flow and rumination which indicated need for improvement on regulating emotions. She was found to be task-obsessive in general and also for matters related to teaching. In activity 1, she has revealed her attributes of impatience and nervousness which are the

results of task-obsession. She was found to be giving equal importance to harwork and luck from her score on LOCO inventory which was confirmed by her reflection in activity 20 in which they were asked to reflect on the factors which they feel are important for success and failure. It was inferred from her score on motivation profile that intrinsic factors are more important for her for work motivation. IPNI results revealed her to be democrat, interaction-avid, dependent in receiving control and unreceptive to influence. She was found to be supportive and less adaptive from her score on transactional inventory. Self-directedness and self-confidence were scored average in transactional inventory fatalism was slightly higher and pessimism was found to be above average.

After intervention, she improved on self-confidence, especially in activities related to public speaking. Counseling sessions were conducted by the investigator to work on her task-obsession, therby decreasing her impatience and nervousness.

10. Mridula:

She scored 74 in pre-test on emotional maturity scale which falls in range of extremely stable. In post-test her score decreased to 55 and remained in the same range.

She was found to be effective in general as well as teacher which indicate her openness to feedback and high perceptiveness. From activity 1, it can be inferred that she is very conscious about her dressing sense and believes that others feels that she wear very conservative clothes. Her reactions on TAT and comments on activity 11 show her high acceptance of various life situations. Her results on LOCO inventory show that she has negligible dependence on luck, realistic dependence on others and high self-trust which was confirmed by her comments in act 20 regarding attribution of success and failure and also her score on fatalism in ASUFA inventory which is below average. According to her reflection in activity 19, she was found to be almost satisfied with her time-management but still wants to improve. In ASUFA inventory, she was found to highly self-directed, self-confident and hopeful of results, compliance was found to be below average. In results of transactional style inventory, she was found to be resilient and supportive, high in task-management, adaptability,

regulating emotions and being reactive. In IPNI, she was found to be democrat, interdependent in making decision and reserved in giving affection.

She was found to have good results on almost all the inventories and activities. She was found to be in need of counseling for giving her confidence about her dressing sense. After intervention, she was found to be confident about her dressing sense. Also, she was counseled to be less reactive. Her self-analysis and introspection also helped her in improving on various dimensions.

11. Yogender:

In pre-test score on emotional immaturity, he scored 91 which is unstable and in post-test, his core decreased to 79 which falls in extremely stable range.

He was found to have below average tendency to flow and above average tendency to ruminate. In personal effectiveness scale, he was found to be secretive which indicate less self-disclosure and high openness to feedback and perceptiveness about others. He was found to be task-obsessive which was confirmed from his reflection on TAT which show him to be over-confident about his abilities and also his performance in activity 10 (a) of arranging wooden blocks where he estimated to arrange 40 blocks vertically but could only arrange 6 in first trial and 39 in second trial. In activity 1, he admitted to be emotionally weak and having leadership quality which was confirmed by his performance in activity 18 to deliver inspirational speech. He selected topic 'Join Indian Army'. His reflection on activity 4(a) revealed that his main motivators are activities related to self-development and directing others. He was found to be satisfied with his time-management from his reflection on activity 19 where they were asked to reflect on their time-management. From his results on ASUFA inventory, he was found to have high self-directedness and confidence, average group-directedness, pessimism and hope and low compliance. He was found to be aggressive, assertive, highly reactive and adaptive from his scores on transactional inventory. His IPNI results indicated him to be visibility-avid for need of recognition receiving, influence-avid for need of influence giving and unreceptive to influence.

He was mainly counseled for task- obsession which was found to be resulting in assertiveness with aggression, haste in task-processing, over-confidence and pessimism.

12. Harmani:

In pre-test, she scored 97 on emotional maturity scale which fall in range of unstable. In post-test, her score improved to 85 which is moderately stable range.

She was found to have very imperfect combination of flow and rumination with former being 36% (below average) and later being 64% (above average). She was found to have lower perceptiveness and openness to feedback in general and ineffective as a teacher. Her score on LOCO inventory revealed her to be highly dependent on luck and chance which was confirmed by her reflection on activity 20 regarding attribution of success and failure. From ASUFA inventory she was found to have very low self-directedness and self-confidence, above average group-directedness, and less hopeful about her efforts. She was inferred to be receptive to influence by her results on IPNI inventory. She was found to be highly creative from transactional inventory.

She needed to be counseled on rumination mainly which was found to be affecting her self-confidence, self-directedness and locus of control. She was found to be improved on self-confidence for public speaking and also on rumination which helped in improving her score on emotional maturity.

13. Mansi:

In pre-test, she scored 69 on emotional maturity scale which fall in range of extremely stable. Her score improved to 61 in post-test which is the same range.

She was found to be effective in general as well as a teacher which indicates high openness to feedback and high perceptiveness. She was found to have below average tendency to flow and above average tendency to ruminate; this was also confirmed by her high result on pessimism in ASUFA inventory. She was found to have high internality realistic dependence on others from LOCO inventory which was confirmed by her reflection on activity 20 regarding attribution of success and failure.

She was found to be satisfied with her time management. From motivational profile it was inferred that she give more importance to intrinsic factors for work motivation. She was found to have high self-directedness and high self-confidence from ASUFA inventory. She was found to be less reactive and highly adaptive from her scores on transactional inventory.

After intervention, she was found to be improved on pessimism which further improved her result on emotional maturity.

14. Ashok:

He scored 91 in pre-test on emotional maturity scale which falls in moderately stable range. In post-test, his score improved to 80 which fall in extremely stable range.

During intervention, he was found to have average score on flow and rumination which was a positive characteristic. He was found to be effective as a person from his scores on personal effectiveness scale but insensitive as a teacher from personal effectiveness (teacher) scale. Also, he was found to be unconcerned about society at large from his result on IPNI. He admitted in interview that he lacks confidence in public which was confirmed by his result on ASUFA inventory. From his results on LOCO inventory, he was found to have realistic dependence on external locus of control (others) means he attribute his success and failure to group he belong to and other significant people. This was confirmed by his result of high group-directedness in ASUFA inventory. He scored low in self-directedness and self-confidence, and high in pessimism.

After intervention he was observed to be improved significantly on self-confidence in public speaking and also in self-directedness. Regular discussion and counseling session helped him to improve on pessimism and reduce external locus of control related to others.

15. Rinku:

In pre-test she scored 69 on emotional maturity scale which fall in extremely stable range. Her score reduced to 55 in post-test and remained in the same range.

During intervention, she was found to have almost perfect combination of flow and rumination with little scope for improvement. She was found to be effective in general from her scores on personal effectiveness scale and also effective as a teacher from her score on personal effectiveness (teacher) scale. Her LOCO inventory result show that she believe in hardwork and abilities for success then in luck or god. This is also confirmed by her reflection in activity 20 regarding attribution of success and failure. Her result on motivational profile shows that she gets motivation for work from intrinsic factors. She was found to have above average self-directedness, self-confidence, pessimism and hope from her results on ASUFA inventory. She was found to be supportive, bohemian and highly adaptive from her result on transactional inventory.

She was observed to be slightly lazy and pessimistic in her approach towards work and mainly needed counseling for that. She was found to be improved on pessimism after intervention.

16. Laxmi:

In pre-test, she scored 95 on emotional maturity scale which fall in range of unstable, she scored 85 in post-test which fall in range of moderately stable.

During intervention, she was found to be secretive from her scores on personal effectiveness scale and ineffective as a teacher. She was found to have internal locus of control which was also confirmed by activity 20 regarding attribution of success and failure. She was found to be under-social and reserved in social interactions. She was found to be passively interactive from her results on IPNI. She was found to have negative attitude towards friends which was confirmed by her reflections on TAT, activity 12(2), where she has used words like 'useless' and 'jealous' for friends, activity 12(1), where she mentioned 'my experience is very bad with friends'. She was found to be confused from innerself which was evident from TAT, activity 12(2), where she has mentioned innerself to be confused, chaos and mess. Her self-direction, self-confidence optimism and hope were found to be very less from her score on ASUFA inventory.

She was counseled for increasing her self-esteem and investigator tried to instill her faith in humanity by giving different examples. Her behavior was found to be improved to some extent. She also improved on her discipline.

17. Kavita

She scored 110 on emotional maturity scale in pre-test which is extremely unstable range. In post-test, she scored 85 which fall in moderately stable range.

During intervention she was found to have flow above average and rumination below average but as she scored above average on pessimism in ASUFA inventory which shows that she is a negative ruminator. She was found to be task-obsessive in personal effectiveness scale and effective as a teacher from personal effectiveness scale (teacher). This was also confirmed by her reflection on activity 6 regarding teaching in school which is situated in far off hills and there are no facilities. She was found to have high self-confidence, high self-directedness and less hopeful from ASUFA inventory. She was found to have high internal locus of control from LOCO inventory which was confirmed by her reflection on activity 20. In activity 10 (a), for arranging wooden blocks vertically she estimated 30 but could arrange only 7 in first trial and then 27 in second trial. She was found to be socially interactive and receptive from her result on IPNI.

She was regularly counseled for pessimism, negative rumination and task-obsession by the investigator which helped in improving her result in post-test.

18. Balwinder

He scored 106 on emotional maturity scale in pre-test which fall in range of unstable. In post-test, he scored 95 which is again unstable range.

His combination of flow (45%) and rumination (55%) was found to be imperfect. From personal effectiveness scale, his openness to feedback and perceptiveness was found to be low which indicates that he is ineffective in general as well as, as a teacher. This was confirmed by his results on self-directedness and self-confidence as a teacher on ASUFA-T, which were found to be in lower range. His TAT results show that he is enthusiastic about life. He was found to have slightly lower achievement drive from activity 10 (a). He was found to be social, caring and relationship-oriented from his

scores on IPNI. He was found to be average on adaptability and reactiveness and lower on regulating from transactional inventory.

He mainly needed some boost up exercises to explore his talent. He was observed to be improved in self-confidence and self-directedness after intervention program. He was found to acquire the ability to decide and plan for his future.

There are other personality factors of each individual that are responsible for this difference in pre and post test scores. It was evident form interpersonal need inventory (IPNI), that every individual differs from each other in giving and receiving help, affection, control, recognition and influence. Some are less social, some are normally social and at the same time, some are over-social. Few individuals were found to be reserved, some were friendly and few others were found to be over-personal. Some of these are receptive to feedback, at the same time some of them are unreceptive to feedback. So, there are many personality factors which contribute to development of an individual. Some of these factors may enhance the development while some of these may restrict the development of personality by playing as an obstacle in the process of enhancement of emotional maturity.

6.18 IMPLICATIONS OF THE FINDINGS

The main objective of designing, developing and implementing this program was to enhance emotional maturity of student-teachers in order to equip them with better emotional skills so that they can join the beautiful world of teaching whole-heartedly and as a wholistically developed teacher. A person is called emotionally mature if he or she has a unifying and integrated philosophy of life. *The highest level of emotional maturity is a state where a person acquires wisdom to think objectively, and treats all human beings equally, by being non-judgmental about any situation or a person and has the ability to achieve self-realization by being emotionally detached.* All human beings are at different levels of emotional maturity ranging from the lowest to the highest. Complete emotional maturity is achieved in various increasing levels depending on experience and exposure.

This intervention program was an attempt to provide student-teachers with varied exposure and experience which helped them to enhance various emotional skills and so emotional maturity. Findings of this study are potentially useful for educational purpose. Such intervention programs can be used during pre-service training as well as in-service training. This will help in enhancing emotional maturity of teachers by exposing them to various activities. Even after the completion of program, they can continue the activities as there is scope for self-improvement. Training teachers through such program will have double-fold impact. If teachers are emotionally mature, they can help students to attain emotional maturity through their own behavior and also by various activities that they were exposed to during program. Emotionally mature persons will behave in socially desirable manner, and will be responsible towards themselves and society. Ultimately, this will be helpful in achieving the real mission of education by making the education harmonious and holistic

In this topic of the study, investigator has come up with educational implications of the study for teachers, school authorities and policymakers. These implications are the outcome of rigorous work done by the investigator during the complete investigation process.

6.18.1 IMPLICATIONS FOR TEACHERS

This research study was basically related to the psychological well-being of teachers so that they can help students for harmonious development. Following implications emerged out of findings of this study for teachers:

1) Teachers must develop positive attitude towards their profession. Only that can make any further step of development useful for them
2) Students get influenced by teacher's personality quite often. Teachers should have the willingness to develop their emotional skills which can make them a successful and effective teacher.
3) It is a need of the hour that teachers must have ability to understand and empathize with students' alongwith teaching skills and content knowledge.

4) Teachers must have the ability to identify the skills and abilities of students and nurture them appropriately.
5) Teachers must have the ability to recognize the change in behavior and performance of students to help them timely.
6) Teaching effectiveness depend on the proper amalgamation of discipline and freedom. Only strict discipline or complete freedom, both are dangerous. Teacher must be aware of the correct proportion.
7) As problems of students are increasing because of societal transformation and exposure to information implosion, teacher must have good counseling skills to handle their issues.
8) Teachers must realize that their emotional insensitivity can cost a lot. It can affect student's psychological well-being or even life.
9) Teachers must try to inculcate better emotional skills in their students by behaving with students in the same manner.
10) Teachers must try to inspire students instead of instructing them. Inspiration works life long whereas instruction is forgotten after examination. Service orientation is very significant factor.
11) Teachers should try introspection as a method of self-development and also developing oneself professionally.
12) Verbal and non-verbal, both the modes of communication are an important part of successful teaching. Teachers should try to improve on them. Better communication can help them in expression in most effective manner.
13) Teachers have the responsibility of motivating large number of students. Therefore, they should be self-motivated. Self-motivated person is an optimist, committed and can take initiative; self-motivation is a key to perseverance.
14) Teachers must have the concern for the society at large. They must realize their responsibility of shaping up so many lives.

6.18.2 IMPLICATIONS FOR SCHOOL AUTHORITIES

School authorities have a very important role to play in teacher's development. Following are the implications of the study related to school authorities:

1) They should conduct such intervention programs regularly with the help of experts to enhance emotional maturity of teachers to make school a better place, where students love to come.
2) They should give some freedom to teachers to integrate emotional skills in the curriculum.
3) They must encourage teachers and students for co curricular activities in school. These activities help in improving interpersonal skills.
4) While recruiting teachers they should take care of their personality traits by administering tests or with the help of experts. Individuals with personality traits best suited for a teacher should be recruited as it is a very responsible job.
5) They should try to maintain open organizational climate. Teachers feel positive and happy in such environment.
6) They should provide resources and opportunities for innovative and creative teachers.
7) They must conduct workshops for enhancing teaching skills of teachers with the help of experts.
8) They must expose teachers to seminars and encourage them to participate in conferences. This will enhance their confidence, public speaking and knowledge.
9) They should try to identify the development needs of teachers and then help them accordingly.
10) They should conduct guidance and counseling programs for teachers where they can discuss their problems in open and also individually with experts.

6.18.3 IMPLICATIONS FOR POLICY MAKERS

1) Teacher education program need to be redesigned to make it more interactive and effective in terms of classroom implications.
2) There should be proper policies and rules for institutions to allow research scholars to conduct research studies.
3) It should be made compulsory for institutes recognized by NCTE to allow research activities and college authorities should be made responsible to arrange time-table for the same.
4) Every teacher education institute should be compulsorily made to organize workshops for upgrading teacher-educators.

6.19 SUGGESTIONS FOR FURTHER RESEARCH

During the process of designing, developing and implementing this program investigator faced many questions and tried to get answers from maximum available resources including human resources and material resources. There were few questions that were slightly out of the scope of present study but were definitely related to the problem. There are following suggestions for further research related to this problem:

1) Proper research is needed to clarify the concept and construct of emotional maturity.
2) Scale for testing emotional maturity need to be developed in contemporary Indian conditions.
3) More studies are needed to know about the status of emotional maturity of student-teachers.
4) Evaluation study of the curriculum of teacher education program is needed in light of its effectiveness in terms of teaching skills as well as human skills.
5) Research study can be conducted to integrate such intervention program with curriculum of teacher education program.
6) Instruments related to social skills can be developed and standardized specially for the group of student-teachers.

7) Research studies are needed to test the emotional maturity of in-service teachers and identify their development needs.

8) Such intervention programs can be developed and implemented repeatedly periodically.