

**A STUDY ON EMOTIONAL MATURITY AND LEVEL OF
ASPIRATION OF PROSPECTIVE TEACHERS**

*Dissertation submitted to the Tamil Nadu Teachers Education University in
partial fulfilment of the requirements for the degree of*

MASTER OF PHILOSOPHY IN EDUCATION

By

MELTIN.T

Reg. No:MP131019

Under the guidance and supervision of

Dr.SREELATHA.S.

Associate Professor in Early Childhood Education



N.V.K.S.D. COLLEGE OF EDUCATION

(Autonomous)

(Reaccredited by NAAC With 'A' Grade)

ATTOOR, KANNIYAKUMARI DISTRICT

NOVEMBER -2017

T.MELTIN

M.Phil Scholar

N.V.K.S.D College of Education

Attoor, Kanyakumari District

DECLARATION

I declare that the dissertation entitled “**A STUDY ON EMOTIONAL MATURITY AND LEVEL OF ASPIRATION OF PROSPECTIVE TEACHERS**” submitted by me for the degree of Master of Philosophy in Education is the record of research work carried out by me during the period from 2013-2017 under the guidance of Dr.S.Sreelatha and has not formed the basis for the award of Degree, Diploma, Associateship, Fellowship, Titles in this University or any other university or other similar Institution of higher learning.

Place : Attoor

Signature of the Candidate

Date :

Dr.S.SREELATHA

Associate Professor in Early Childhood Education

N.V.K.S.D College of Education,

Attoor, Kanniyakumari District.

CERTIFICATE

This is to certify that the dissertation entitled “**A STUDY ON EMOTIONAL MATURITY AND LEVEL OF ASPIRATION OF PROSPECTIVE TEACHERS**” submitted in partial fulfillment of the requirements of the degree of MASTER OF PHILOSOPHY IN EDUCATION to Tamil Nadu Teacher’s Education University, Chennai, is a record of research work done by **MELTIN.T., (Reg No:MP131019)** during the period from 2013-2017 under my guidance and supervision. No part of this report has been previously submitted for any degree or diploma.

Place : Attoor

Dr.SREELATHA.S.

Date :

ACKNOWLEDGEMENT

With great pleasure privilege, I present here with full satisfaction the thesis entitled “**A Study on Emotional Maturity And Level of Aspiration of Prospective Teachers**”. I immeasurably thank God for blessing me with good health and confidence to successfully complete this work.

No word can truly express my whole hearted thanks and indebtedness to my guide, **Dr.SREELATHA.S**, Associate Professor in Early Childhood Education in N.V.K.S.D College of Education, Attoor for the invaluable guidance, advice and constant encouragement offered to me during the course of my work.

I am grateful to .Dr. **SOBHA,B.C**, Principal in N.V.K.S.D. College of Education, Attoor for the facilities provided for successful completion of this work.

I express my sincere gratitude to **Dr.P.SHEELA**, the Librarian and **Mr.N.JEYAMOHAN**, Library Assistant for providing facilities to use books and articles related to the present study.

I express my sincere thanks to the staff members of N.V.K.S.D. College of Education, Attoor for availing all the facilities and helping me in locating all the resources and valuable guidance for my study.

I also express my gratitude to all the principals, and the lectures of various women colleges for their co-operation during the data collection. I wish to thank my friends and beloved family members who helped me for the successful completion of the thesis work.

Place : Attoor

MELTIN.T

Date :

CONTENTS

SL.NO	CHAPTERS	PAGE.NO
I	INTRODUCTION	1-9
11	REVIEW OF RELATED LITERATURE	10-50
III	METHODOLOGY	52-62
IV	ANALYSIS AND INTERPRETATION	64-85
V	FINDINGS, EDUCATIONAL IMPLICATIONS, CONCLUSION	87-94
	➤ REFERENCES ➤ APPENDICES	95-102

LIST OF TABLES

TABLE NO	LIST OF TABLES	PAGE NO
3.1	List of B.Ed colleges and number of prospective teachers	56
3.2	Gender wise distribution of sample	56
3.3	Locality wise distribution of sample	57
3.4	Community wise distribution of sample	57
3.5	Religion wise distribution of sample	58
3.6	Educational qualification wise distribution of sample	58
3.7	Major wise distribution of sample	59
4.1	Percentage wise distribution of different levels of emotional maturity.	66
4.2	Percentage wise distribution of different levels of Aspiration	67
4.3	Gender wise comparison of emotional maturity of prospective teachers	68
4.4	Locality wise comparison of emotional maturity of prospective teachers	69
4.5	Community wise comparison of emotional maturity of prospective teachers	70
4.6	Scheffe's procedure for comparing the mean scores of emotional maturity prospective school teachers based on their community	71
4.7	Religion wise comparison of emotional maturity of prospective teachers	72

4.8	Educational qualification wise comparison of emotional maturity of prospective teachers	73
4.9	Major subject wise comparison of emotional maturity of prospective teachers	74
4.10	Gender wise comparison level of Aspiration of prospective teachers	75
4.11	Locality wise comparison level of aspiration of prospective teachers	76
4.12	Community wise comparison level of aspiration of prospective teachers	77
4.13	School teachers based on their community	78
4.14	Religion wise comparison of level aspiration of prospective teachers	79
4.15	Educational qualification wise comparison Level of aspiration of prospective teachers	80
4.16	Major subject wise comparison level of aspiration of prospective teachers	81
4.17	Pearson correlation between emotional maturity and level of aspiration of the prospective teachers for the total sample sub samples	82

CHAPTER I

INTRODUCTION

- Need and significance of the study
- Statement of the problem
- Operational definitions of the terms
- Objectives of the study
- Hypotheses framed for the study
- Methodology of the study
- Delimitations of the study
- Organization of the report

Education plays an important role in the emotional development of children. Child's emotions can be steered either in positive direction or in negative direction of family and school. Some factors in educational process may make the child unhappy instead of making him happy. In traditional system of Education the child gathers more unpleasant experiences than pleasant experiences. The present educational system does not help the child to maintain a healthy emotional growth. On the other hand, the pleasurable emotions help the children to develop love, affection and fellow feelings towards others in the surrounding and ultimately and adjusted personality in future life.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both inter physically and intra-personality (Smitson, 1974). Emotional maturity is that characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining maturity, he is able to demonstrate a well balanced emotional behaviours in his day-to-day life. A person may be said to be emotionally matured if he has in his possession

almost all types of emotions positive or negative and is able to express them at the appropriated time in an appropriate degree.

Aspiration means longing for what is above one, with advancement as its goals. It emphasizes the desire to improve or to rise above one's present status. Human beings are basically endowed with their potentialities, personal as established and understanding levels certain aspiration as established generally people strive to achieve them.

Right from the child hood several factors influence individuals in establishing their aspirations. The factors would be personal and environmental. The personal factors are their wishes, interests, past experiences, failures, personality patterns, personal values, socio economic status and social background. the environmental factors are culture, tradition, social values, social rewards and competitions with siblings and peers. So these aspirations cannot be understood in insulation from all above mentioned factors. It needs to look in to these aspiration in a large from work. From the observations and experiences it is quite obvious today that the aspiration are not really representing inclination (or) interest in that area.

Need and significance of the study

Aspiration plays a vital role in goal attainment of an individual. Aspirations the ego involved goals a person sets for himself. Aspiration must be considered from three points of view, first what he wants to do, second know well he expects to perform and third how important the performance to him. Aspiration may be positive, negative, immediate, remote realistic and unrealistic. Positive aspirations are oriented towards achieving success. Negative aspiration aims at a goal for avoiding failure. Immediate aspiration are

for achieve a goal in the remote future. Realistic aspirations are within the person's capacity.

In order to provide guidance for the student teachers.. It is essential to know their aptitude, attitude, interest and aspiration. The knowledge of the student teachers aspiration helps the teacher to provide a clear path for his future performance. The knowledge about aspiration helps the teacher to provide path for their attainment of goal.

Emotions are very powerful and take priority over everything else. As teacher needs to learn to deal effectively with his own emotions as well as the emotions of students. Only then the classroom can be real learning aspiration for students. The goal of one is emotional development is thus to attain emotional maturity in his behavior by demonstrating the possession of all of emotions, positive, negative and their expressions in a reasonable amount at the right time in proper way. A teacher learn interact with students, parents and community in both formal and informal settings. Therefore under-standing and managing their emotions is very essential for teachers. So the investigator dedicated to carry out the present study to final out the relationship between emotional maturity and level of aspiration of prospective teachers.

To accomplish success, one must not only act but also dream, not only plan but believes. This belief in our self and the desire for success is very essential for achieving valuable goals. Desire for success and level of aspiration in details an individual in action. Present age this an age of competition and achievement. Teachers have a tremendous role to play in are more having the students to achieve

higher and to have the realistic aspiration in all of their doings, for that the teachers have to realise their capacities and set their goals properly.

Also only emotionally matured teacher can manage the a teacher can self realistic aspiration level to the student properly. Hence this study in an attempt to examine whether there is any relationship between emotional maturity and level of aspiration of the prospective teachers.

Statement of the Problem

The problem selected for the present study is entitled as “**A study on Emotional Maturity and Level of Aspiration of Prospective Teachers**”.

Operational Definitions of the Terms

Emotional Maturity

Emotional maturity refers this state at which this mental & emotional capabilities of an individual are full development In this study emotional maturity refers to the scores obtained by the prospective teachers in the emotional maturity scale which measures the emotional awareness, Emotional understanding, Emotional Respectiveness, Emotional Assertiveness, ad Emotional Honesty.

Level of Aspiration

Level of aspirations refers to the standard of achievement which a person set for him /her self in academic, social or other aspects of behavior.

Prospective teachers

Prospective teachers refers to the students studying for B.Ed programme in colleges of education

Objectives of the study

- i. To study the level of emotional maturity and level of aspiration of prospective teachers
- ii. To compare the mean scores of emotional maturity of prospective teachers with respect to,
 - a. Gender
 - b. Locale
 - c. community
 - d. Religion
 - e. Educational Qualifications
 - f. Major subject
- iii. To compare the mean scores of level of aspiration or prospective teachers with respect to,
 - a. Gender
 - b. Locale
 - c. Community
 - d. Religion
 - e. Educational Qualification
 - f. Major subject

- iv. To study the correlation between emotional maturity and level of aspiration of prospective teachers.

Hypotheses Framed

- i. There is no significant difference in the mean scores of emotional maturity of male and female prospective teachers.
- ii. There is no significant difference in the mean scores of emotional maturity of rural and urban prospective teachers.
- iii. There is no significant difference in the mean scores of emotional maturity of prospective teachers belonging to different community.
- iv. There is no significant difference in the mean scores of emotional maturity of prospective teachers belonging to different religions .
- v. There is no significant difference in the mean scores of emotional maturity of prospective teachers with UG and PG qualification.
- vi. There is no significant difference in the mean scores of emotional maturity of prospective teachers with humanities and science as their major subjects.
- vii. There is no significant difference in the mean scores of level of aspiration of male and female prospective teachers.
- viii. There is no significant difference in a mean scores of level of aspiration of rural and urban prospective teachers.
- ix. There is no significant difference in mean scores of level of aspiration of prospective teachers belonging to different communities .
- x. There is no significant difference in mean scores of level of aspiration of prospective teachers belonging to different religions.

- xi. There is no significant difference in mean scores of level of aspiration of prospective teachers UG and PG qualifications .
- xii. There is no significant difference in mean scores of level of aspiration of prospective teachers. with humanities and science and their major subject.
- xiii. There is no significant correlation between emotional maturity and level of aspiration of prospective teachers.

Methodology of the study

a) Method

Normative survey method was used for the present study.

b) Sample

The study was conducted on a sample of 400 prospective teachers studying in various Colleges of Education in Kanniyakumari district.

Tools Used

The following tools were used for collecting data

- 1) Emotional Maturity scale (Constructed by Sathiya and Deepa 2013).
- 2) Level of Aspiration scale constructed by Sreelatha (2014).
- 3) Personal information schedule.

Statistical Techniques

The major statistical techniques used by the investigator for analyzing data were,

- i. Arithmetic mean

- ii. Standard deviation
- iii. t test
- iv. ANOVA
- v. Pearson's product moment method of correlation

Delimitations of the study

The geographical area of the study is limited to Kanniyakumari district.

The sample size is limited to 400 prospective teachers.

Organization of the report

- CHAPTER I - deals with introduction, need and significance of the study, statement of the problem, operational definitions of the terms, objectives of the study, hypotheses framed for the study, methodology in brief, and delimitations of the study.
- CHAPTER II - deals with the theoretical overview of the various concepts related to emotional maturity and level of aspiration and related studies conducted in the area.
- CHAPTER III - describes the development of Level of aspiration scale for prospective teachers Plan and procedure of the investigation.
- CHAPTER IV - deals with the analysis and interpretation of the collected data.
- CHAPTER V - deals with major findings of the study conclusions, suggestions, and guidelines for future researchers.

REVIEW OF RELATED LITERATURE

- Theoretical overview
- Review of Related Literature
- Studies in abroad
- Critical review

The development of research project is based on its review of the theoretical and related literature. The review of related literature is an important aspect and essential prerequisite of any investigation. One of the day early steps in planning a research work it to review the research. It is very essential in the information provided. It avoids the replication of the study and it finds to take an advantage from similar of related literature indicates the clear picture of the problem to the solved.

The word research refers to search knowledge, a for truth, a prolonged, intensive and purposeful search. The review of related literature is the main step in the process of research. The study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project.

The review of related literature enables the researchers to define the limits of their fields. It helps them to delimit their problems. By reviewing the related literature, the researchers can avoid unfruitful and useless problem areas. they can select those areas in positive findings are very likely to result and their endeavours would be likely to add a knowledge in meaningful way. The researcher is able to formulate an appropriate

research design. The review of related literature gives the researcher an understanding of the research methodology to be adopted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of related literature is also established. Reviews of related concepts related to the variables under study are presented under the following heads.

Section-A: Theoretical Overview variables under study

Section -B: Review of Related Studies

Section- C: Critical Review

Section -A: Theoretical Overview

Emotional Maturity

Emotions play quite a significant role in guiding and directing our behavior. Many times they seem to dominate human in such a way that have a no solution other than behaving as the emotions want the man on the other hand, if a person has no emotions in him then he becomes crippled in terms of living this life in a normal way in this way, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. According to Crow and Crow (1973), Emotion is an affective experience that accompanies generalized linear adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behavior. According to Morris (1979), Emotion is a complex affective experience that involves diffuse psychological changes and can be expressed

overtly in characteristic behavior patterns. Emotion is an affective experience that one undergoes during an instinctive excitement.

Definitions

According to Mangal (2002). “Emotional maturity is that characteristics of emotional behavior that is generally attained by an adult after the expiry of his adolescence period.” Magoun considered emotional maturity as the refined and development ability to understand and use one’s emotions in personally controlled ways”. Emotional Maturity’ is viewed as an “adult level of emotional control and expression as opposed to childish emotional behavior ” (Shukla,2007).

The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. To sum up, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhood. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured,

balanced and healthy emotional life. In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time.

Characteristics of emotional Maturity

Following are the characteristics of emotional Maturity

1. The ability to give and receive love: Emotional maturity fosters a sense of security which permits vulnerability. A mature person can show his vulnerability by expressing love and accepting expressions of love from those who love him. An immature person is unduly concerned with signs of weakness and his difficulty showing and accepting love. The egocentricity of immaturity will allow the acceptance of love, but fails to recognize the needs of others to receive love. They'll take it, but they won't give it.
2. The ability to face reality and deal with it: The immature avoid facing reality. Overdue bills, interpersonal problems, indeed any difficulties which demand character and integrity are avoided and even denied by the immature. Mature people eagerly face reality knowing the quickest way to solve a problem is to deal with it promptly. A person's level of maturity can be directly related to the degree to which they face their problems or avoid their problems. Mature people confront their problems immature people avoid their problems.
3. Just as interesting in giving as receiving: A mature person's sense of personal security permits him to consider the needs of other and give from his personal resources. Whether money, time or effort, to enhance the quality of life quality of life of those

- the loves. They are also able to allow others to give to give to them. balance and maturity go hand in hand immaturity is indicated by being willing to give but unwilling to receive or willing to receive, but unwilling to give.
4. The capacity to relate positively to life experiences: A mature person views life experience as learning experiences and when they are positive he enjoys and revels in life. When they are negative he accepts personal responsibility and confident he can learn from them to improves his life. When things do not go well he looks for an opportunity to succeed. The immature person cursed the rain while a mature person sells umbrellas.
 5. The ability to learn from experiences: The ability to face reality and to relate positively to life experience derive from the ability to learn from experience immature people do not learn from experiences. Whether the experience is positive or negative. They act as if there is no relationship between how they act and the consequences that occur to them. They view good or bad experiences as being caused by luck or fate. They do not accept personal responsibility.
 6. The ability to accept frustration: When things don't go as anticipated the immature person stamps his feet, holds his breath, and bemoans his fate. The mature person considers using another approach or going another direction and moves on with his life.
 7. The ability to handle hostility constructively: When frustrated the immature person looks for someone to blame. The mature person looks for a solution immature people attack people, mature people attack problems. The mature person used his anger as an

energy source and when frustrated redoubles his efforts to find solutions to his problems.

Development of emotional maturity

To develop emotional maturity following measures can be taken.

- i. Work hard to achieve the goals.
- ii. Start accepting tensions and worries and don't avoid just to get momentary relief.
- iii. Start recognizing and expressing of yourself after a certain point of time.
- iv. Learn to bear pains and hurt because life is full of uncertainties.
- v. Face the consequences of the things to understand the responsibility and learn the mistakes.

Levels of Emotional Maturity

There are five levels of emotional maturity according to Maurice(1990).

i. Emotional Awareness

This level concerns the person's willingness and skills in sharing their feeling in an appropriate manner and at appropriate times. At this level one has the awareness 'the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

ii. Emotional Understanding

Persons on this level understand the actual cause and effect dimension of emotional responsibility and emotional irresponsibility.

iii. Emotional Responsibility

When a person reaches level on of emotional maturity he realize that he can no longer view his emotional states as the responsibility of external forces such as people places, things, farces, and spirits.

iv. Emotional Assertiveness

The person at this level of work enters a new era of positive self expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants first from self and then from others. As a secondary goal person's should learn how to express and feelings appropriately in any situation, aggressive overtones.

v. Emotional Honesty

Emotional honesty concerns the willingness of a person to know and his own feelings. This is a necessary step to self-understanding and acceptance. "To thane own self are true" is the primary goal at this level. This means that we are always true to what we feel we do not hide or suppress what we feel, but honesty experience it at this level of Maturity.

Level of Aspiration

Aspiration means a longing for what is above one, with advanced as its goal. That is emphasized the desire to improve or to rise above one's present status.

The knowledge of the goal, a person sets for himself, is important for true appraisal of the efficacy of his behaviour and the understanding of his reactions to environmental stress. Such goals may be explicit and formulated by the individual himself or the goal may be implicit. In view of the difficulty of comparing directly the principal goals in life of individual, the problem has to be narrowed down to enable objective measurement. This is done by using the test of level of aspiration. People often set goals for their actions, be it to receive professional training or promotions, to achieve highest rank in college or university or to attain highest status in society. Some of these goals can be easily achieved called realistic goals whereas others seem quite unreachable known as unrealistic goals. The notion of goal setting or level of aspiration is borrowed from ordinary language into psychology. This concept has carried out with its connotations of „purpose“, „objective“, the „thing“ towards which the action is directed.

The term level of aspiration was first used by a German psychologist Hoppe. This is closely related to hope of success and fear of failure experience. Every individual has goal he has some expectation. The standard he wants to achieve in any task described by psychologists as his level of Aspiration. It is closely related to his self-esteem. People tends to raise their goals after Success and lower after Failure. Individuals whose goals that are too high will inevitably fail. Individuals who set goals that are too low are robbed of a Sense of Achievement. The ideal situation is for a student to maintain a realistic level of aspiration even though he accomplishes the task or a task may be “much too difficult”. Here, one has no sense of ego involvement as one is bound to fail. The intermediate range is realistic.

In an experiment by Haggard, Sait and Margaret(1940), college students worked together in small groups, The task was simple arithmetic problems, the score being the time required to complete a page. Public announcement of the finishing time was made so that each student knew what the others were doing. Each student recorded privately his level of Aspiration. It was found that these private expectations were modified by the group performance. Those whose groups had scores above average tended to lower their estimates: those with scores below average tended to expect to gain.

In another experiment with college students by Festinger(1942) shifts in Aspiration-level were studied when all the student knew his own previous scores and when he told that his score was above or below one of “the three” reference group: college and graduate students, if it was above that of the high prestige group (graduate students) aspiration level decreased most.

Definitions

Gardner (1940) defined as, “level of aspiration is a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that, he makes this in quantitative terms.” Hurlock (1967) defined it as “a longing for what is above one’s achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he is ego-involved.

Theories of level of aspiration

Kelly's Personal construct theory

Kelly's personal construct theory is an idiographic approach, stressing the uniqueness of each individual. It's also a phenomenological approach, that is a view of the world through a person's own eyes and not an observer's interpretation or analysis.

According to Kelly we are all scientists in the sense that we put our own interpretation (or theories) on the world of events, and from these personal theories we produce hypotheses (predictions about future events). Every time we act, we are putting our hypotheses to the test and in this sense behaviour is the independent variable it is the experiment. Depending on the outcome our hypotheses are either validated or not, and this will determine the nature of our subsequent behavioural experiments.

Cognition theory

In the 1930s Edward Tolman proposed a theory of learning called cognition. He didn't accept the previous theory which stated the behavior was an automatic response to an event. Tolman believed that behavior was goal oriented, and had both direction and purpose. What we do is motivated by a desire to achieve a goal or to avoid unpleasant circumstances. His theory also proposed that there are paths that we can follow and tools that we can use to achieve our goals. One of Tolman's fundamental ideas was that we act as if a particular type of behavior will lead to a certain goal.

Tolman's theory was partially based upon his belief that we expect specific outcomes to result. Specific behavior was distinguished. Tolman's theory of learning from most others was

that it stated that learning can occur without reinforcement. We can learn from experiences but only if we are motivated enough to turn our expectation in to behavior motivation has two purposes to allow inertial tension to create a demand for the goal, and to establish the event's that I will concentrate on there are two main types of motivators deprivation and incentives. Deprivation causes and internal desire to obtain the goal, and we are motivated more by a large reward than a smaller one. Incentives motivate behavior merely upon the adequacy of reward.

Lewin's Field Theory (1935)

Lewin's Field Theory (1890-1947) emphasized the study of behavior as a function of the total physical and social situation. Lewin holds that we would need to understand the specific individual and 'total situation' in which he exists before we could make any prediction about his behavior.

Lewin explains the individual behavior on the basis of life space. An individual's life space depends on his psychological force. It includes the person his driver, tensions thoughts and his environment, which consist of perceived objects and events. Lewin represents his theory through and a diagram in which an individual is in the center. He moves through his life space, which consists of the totality of facts that determine his behaviour at a given time. A life space contains the individual himself, the goals his is seeking (positive valance) or avoiding (negative valance), the barriers that restrict the individual's movements and the path he must follow to reach his goals. Desire creates tensions in the individual and tensions come to a balancing state and the person acts.

After the goals has been achieved, the organism individuals turn to a state of repose until a new desire activates him.

In Lewin's field theory, threat, goal and barrier are the main factors. An individual who has to achieve some goals has to cross a barrier, the barrier may be psychological or physical. Because of the changes in the barrier in the life space of an individual continuous reconstruction takes place.

Lewin theory is called field theory as to a psychologist field means the total psychological world in which a person lives at a certain time. It includes matter and events of past, present and future, concrete and abstract, actual and imaginary all interpreted as simultaneous aspects of a situation. Lewin states that each person exists within the field of forces. The field of forces to which the individual is responding or reacting is called his life space. Lewin thinks that level of aspiration depends upon the potentialities of an individual on the influences of the group to which he belongs. Too high or too low level of aspiration discourages learning.

Resultant Vector Theory of Level of Aspiration

This theory was first presented by Escalons (1940), further elaborated by Festinger (1942) and Lewin, Dembo and Sears (1944).

The level of aspiration situation has been characterized by them as a choice situation in which the person decided to choose a more difficult, equally difficult or less difficult task. The choice is determined by the valence (attractive or repulsive qualities of a situation). The choice of a particular goals region, i.e., level aspiration is determined by

the resultant force towards it. The person's expectancy of success and failure at a given level of performance defines the relative potency of the valences of success and failure.

Thus the level of aspiration may be stated as the resolution of a conflict which is influenced by three important factors given below.

- i. The attractiveness of success
- ii. The repulsiveness of failure and
- iii. The cognitive factors of a probability judgement which implies expectancy of success or failure.

There are four main distinguished points in a typical sequence of events in a level of aspiration situation, namely last performance, setting of level aspiration for the next performance, new performance and the psychological reaction to the new performance

The difference between the level of the last performance and the level of new goal is called goal discrepancy score (D-score). Goal discrepancy scores provide an index of level of aspiration.

The level of aspiration implies an 'ideal goal' which has an inner structure. It may be 'too easy' or 'too difficult' on the basis of this goal the individual sets another goal for the next action and the difference between the expected scores of the next trial and the performance scores of the next trial and the performance scores of the previous trial is generally referred to as level of aspiration which is determined by personal situational and cultural factors.

The present investigation is based on the resultant vector theory in which an attempt has been made to understand the level of aspiration as a resultant of some demographic factors such as locality , sex and some personality factor such as risk taking and locus of control. In other words all the above variables are assumed to give direction to the level of aspiration of the individuals under observation.

Factors influencing level of aspiration

a) Personal factors

- i. Children wishes for what they want to achieve.
- ii. Personal interests, which influence the areas of children's aspirations.
- iii. Personal values, which determine what aspirations are important.
- iv. Sex, with boys aspiring higher than girls.
- v. Past experiences, with successes strengthening aspirations and failure weakening them.

b) Environmental factors

- i. Parental ambitions, which are higher for first born than later born children.
- ii. Social values, which vary with area of achievement.
- iii. Peer pressures to set aspirations in areas important to the peer group.
- iv. Group emphasis on sex appropriateness of aspiration.
- v. Mass media, which encourages achievement aspiration.

Personal factors play dominant role in determining his level of aspiration as the child grows older and become more aware of his abilities and interests. These personal

factors include determinants such as wishes, personality, past experiences, values, interests, sex, socio-economic background, racial background etc .Further, four kinds of events are involved in a level of aspiration situation. They are: (1) Last performance, (2) Setting of level of aspiration for the next performance, (3) New performance,(4)Psychological reaction to the new performance

Level of aspiration and performance

The past performance of an individual determines the height of succeeding aspiration. Muthayya(196) found a very significant relationship between past performance and aspiration. It was observed that the past performance determines the higher of the succeeding aspiration level rather than the performance being determined by the height of the preceding aspiration measures and personality variables. he found that they are more likely to appear that where the performance variability conditions. He observed that where the performance is low aspiration is more in the nature of cognitive judgement determined by performance.

Esteban and his associates (1972) in their study asked three groups of medical students to write as many words as possible beginning with the letter 'M' during a thirty seconds period. The task was repeated over six trails. After each of the first five trails, group 'A' was presented a goal higher their they could achieve group 'B' was given a low goal and a group 'C' was told nothing. Comparing scores on trails one and six , group 'A' improved the most group 'C' improved some and group 'B' improved very slightly. It was therefore concluded the level of aspiration the performance are interdependent.

Realistic level of Aspiration

Motivation and aspiration affect each other in their actual functioning. The young child has to be guided and helped in the process of setting up a level of aspiration appropriate for him. Setting up too high a goal beyond the potential abilities of an individual will have disturbing effects, providing a sense of frustration which may completely disorganize the energy system such experiences bring in negative reaction like feelings of inferiority or aggression. Level of aspiration should be high enough to be challenging and low enough to be attainable. It reflects one's personality and related to one's self concept.

In educational field, the aspiration level of an individual is considered as an important motivating factor. It is a frame of reference involving self esteem or alternatively experiences, which IRA-International Journal of Education & Multidisciplinary Studies 55 is the feeling of failure or success. Several other factors like interest, attitude, values, aptitude, creativity and non intellectual factors of personality also influence the level of aspiration. The aspirations during student period also shape their behaviour. An individual's aspiration level represents him not only as he is at any particular moment, but also as what he would like to be at some point in the future. It is a measure of his intentional disposition, an important element of his long range behaviour. By knowing a person's level of aspiration, we learn a great deal about him. So it is necessary to have a good knowledge of the aspiration level of an individual, both from educational and from guidance point of view.

Section-B: Review of related Studies

The present study is an attempt to find out the relationship between emotional maturity and level of aspiration of prospective teachers. The investigator has gone through the studies related to the area and they are presented under the headings

- 1) Studies on emotional maturity
- 2) Studies on level of aspiration
- 3) Critical review

Studies on Emotional Maturity

Landau and Wiessler (1998) explored the inter-relationships between emotional maturity and intelligence in gifted children. The sample consisted of 221 children in the age of 9–13 years. Results showed an effect of emotional maturity on creativity, as well as an effect of intelligence. Among the highly intelligent group, emotionally matured children were more creative.

Kauyer (2000) studied the emotional maturity in relation to environmental factors. The finding of the study revealed that a significant relationship between emotional maturity and environment factors.

Kaur(2001) studied the relationship between emotional maturity and academic achievement of high school students. The finding of the study revealed that There was no significant relationship between emotional maturity and academic achievement was noted.

Chouhan and Bhatnagar (2003) studied the emotional maturity, emotional expression and emotional quotient of 120 male and female adolescents. The findings of the study revealed that adolescent males have higher emotional maturity than females and the stages of adolescence play a significant role upon emotional maturity.

Premiji (2004) studied the emotional maturity and achievement motivation of higher secondary school students. The findings of the study revealed that there was significant positive relationship between emotional maturity and achievement motivation.

Bansibihari and Surwade (2006) studied the emotional maturity of secondary teachers and its effect on teacher effectiveness. The findings of the study revealed that there was significant relationship between female teachers are emotionally more mature than male teachers and they are more effective in their teaching than emotionally immature teachers.

Syrwade (2006) conducted a study on effect of emotional maturity on teachers effectiveness to find out the emotional maturity of teachers. To find out the effectiveness of teachers to identify immature unstable teachers. The sample consisted of 335 secondary teachers (180 male and 75 female) belonging to secondary school for Navapur and Dhole cities of North Maharashtra.

Aminabhavi and Hangal (2007) studied the self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and home makers". The findings of the study revealed that there was a significant difference in the impact of employed mothers on the self-concept, emotional maturity and achievement motivation of their children. There was a significant difference in the sex differences in

children of employed mothers children of home makers in relation to Self-Concept emotional maturity and achievement motivation. There was a significant difference in the differential impact of mothers employed in high, middle, lower level occupations on the variables under study.

Aminabhavi and Hangal (2007) assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement-oriented. Children of employed mothers have significantly high emotional maturity compared to their counterparts. Children of home-makers have significantly higher emotional instability, emotional regression and personality disorganization compared to children of employed mothers.

Manoharan and Christie (2007) identified the level of emotional maturity of Post- graduate students in Pondicherry region. The study revealed that emotional maturity was influenced by sex, class and group. The level of emotional maturity of female students was higher than that of the male students. The study further revealed that students of the second year were more mature than those of the first year. A significant positive relationship was found between the group chosen for study and the level of emotional maturity. Arts group students recorded higher numerical score than the science students, implying that science students had greater emotional maturity.

Saini (2008) studied the career maturity of adolescents in relation to their emotional maturity. The findings of the study revealed that there was a significant relationship of career maturity with different levels of emotional maturity of adolescents. There was a significant difference between career maturity with different levels of emotional maturity of male and female adolescents. There was a significant difference between career maturity with different levels of emotional maturity of urban and rural adolescents.

Jadhav (2010) examined the relationship between home environment and emotional maturity of college-going students of Belgaum district in Karnataka. The sample included 200 students selected by the random sampling technique, out of which 120 were male and 80 were female students. There is a positive and significant relationship between home environment and emotional maturity among the male and female students, including those of rural background, including private college students with low socio-economic status and students more than 20 years of age. It is found that there is no positive and significant relationship between home environment and emotional maturity among the urban students, studying in government colleges, with high socio-economic status under the age of 20 years.

Lakshmi and Krishnamurthy (2011) conducted a study to find out the levels of emotional maturity of Higher Secondary students; and the significant difference between the selected pairs of sub-samples. The study revealed that majority of the students under study in Coimbatore district were in an emotionally unstable condition. There existed significant differences between all the sub-samples except the age group of Higher Secondary students.

Dharamvir et al. (2011) conducted a study to investigate the anxiety and emotional maturity among adolescent boys and girls studying in co-educational and uni-educational schools . The respondents in the age of 13 to 16 years from three schools of Yamunanagar district of Haryana were selected as a sample. The study revealed that there was no significant difference in anxiety and emotional maturity among adolescent girls and boys studying in co-educational and uni-educational schools.

Subaraayan and Visvanathan (2011) studied the emotional maturity of college students. The study concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it inferred from that the college students belongs to different religious shows significant difference in their emotional maturity.

Subarayan (2011) The findings of the study revealed that the level of emotional maturity of college student was extremely unstable. There was a significant difference in emotional maturity between the male and female college students based on sex, religion and community. No significant difference in emotional maturity between the students who belongs to the family was noted.

Bansibihari and Surwade (2011) examined the emotional maturity of secondary teachers and its effect on teacher effectiveness. The objectives of the study were to find out the female teachers are emotionally more effective in their teaching them emotionally immature teachers. The findings of the study were there was significant relationship between female teachers are emotionally more mature from male teachers and they are more effective in their teaching them emotionally immature teachers.

Singh (2012) made a comparative to study of rural and urban senior secondary school students in relation to emotional maturity. No significant difference was found between rural and urban senior secondary school students in relation to emotional maturity was noted. No significant difference was found between male and female senior secondary school students. in relation to emotional maturity. No significant difference was found between rural male and rural female secondary school students. in relation to emotional maturity. No significant difference was found between urban male and urban female secondary school students. in relation to emotional maturity.

Kumawats (2012) examined the emotional maturity in Postgraduate students of vocational education. The sample of the study included 600 respondents selected through the survey method.. The results of the study showed no significant difference in emotional maturity between Master of Technology students, Master of Business Administration students and Master of Computer Application students.

Madhavi and Amutha (2012) conducted a study on emotional maturity in junior college students of Anantapur district. The sample taken for the study was 160. The findings of the study revealed that there was a significant difference in emotional maturity of male and female students. There existed no difference in emotional maturity of Government and Private college students. It was also found that there was a significant difference in emotional maturity of rural and urban junior college students.

Rajakumar and Soundararajan (2012) tried to find out the emotional maturity and achievement in economics of higher secondary students in Tirunelveli district. A sample of 1060 higher secondary students the result indicated that the higher secondary

students were having extremely unstable emotional maturity. The results indicated that the higher secondary students were having high Achievement in Economics. There was a significant difference between male and female day scholar and hosteller higher secondary students with respect to their emotional maturity. There was no significant difference between rural and urban, government and aided higher secondary school students with respect to their emotional maturity.

Saini (2012) studied the career maturity of adolescents in relation to their emotional maturity to find out difference between male and female, and urban and rural. The sample consisted of 240 students selected from twelve schools of Faridabad district. The results revealed a negative relationship between career maturity and emotional maturity. It was also found that male adolescents were better than female adolescents and urban adolescents were better than rural adolescents with regard to their career maturity and emotional maturity.

Singh (2012) investigated differences as emotional maturity, of the male and female rural male urban male and female and urban male and female senior secondary school students. The study was conducted 400 senior secondary school students studying in class XI and XII. The study showed that there are no major differences in the emotional maturity of senior secondary school students whether they belong to urban or rural areas irrespective of gender differences.

Shilpa (2012) studied gender difference among adolescents in their emotional maturity. Results indicated that no significant relationship existed, indicating that there is

no gender difference in emotional maturity among adolescents. The study concluded that adolescents need some sort of training to improve their emotional maturity.

Rajkumar (2012) investigated the emotional maturity in relation to gender differences in government employees. A sample consisted of 100 government employees was drawn from the Municipal Council, Jaffna. The results of the study indicated that the female employees were found significantly better than the male employees in the area of emotional maturity skills; and there was a significant gender difference in emotional maturity. It was also noticed that employees in the government sector, which were respondents to the study, were found to be emotionally unstable

Sharma (2012) examined the relationship between emotional maturity and anxiety among undergraduate science students. The major objectives of the study was to study the relationship between emotional maturity and anxiety among under graduate science students. The findings revealed no significant difference in the emotional maturity and anxiety of under graduate students rural and urban areas. There was no significant relationship between emotional maturity and anxiety among under graduate science students.

Mitlal and Bhardwaj (2012) studied the perceived parental behavior in relation to emotional maturity among adolescents. The major objectives of this study was to find out the relationship between 'Core' and 'Control' dimension of perceived parental behavior in relation to emotional maturity among adolescents. The major finding of this study was there is a positive relationship between perceived parental care behaviour in relation to

emotional maturity among adolescents and was there is a negative relationship between perceived parental control behavior in relation to emotional maturity.

Thilagavathy (2012) studied the achievement and emotional maturity of teacher trainees in Thanjavur district. The major objective of this study was to find out the relationship between emotional maturities of teacher trainees in Thanjavur district. The major finding of this study was there is a significant positive relationship between emotional maturity of teacher trainees of Thanjavur district.

Singh and Kavn (2012) studied the emotional maturity differentials among university students. The findings of the study revealed that there was no significant difference between male sports persons and female sports persons on the variable emotional maturity. No significant difference between male non sports persons and female sports persons on the variable of emotional maturity.

Soundar (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.

Sharma (2012) compared college adjustment processes and emotional maturity between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with University of Rajasthan in Jaipur city. They were assessed on Adjustment Inventory for College Students (Sinha and Singh,1995)and Emotional Maturity Scale (Bhargava and Singh,1991).Results indicated that the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college. Based on the research implication for further counseling interventions are discussed.

Rkaur and Arora(2012) tried to elaborate the relationship between coping styles and emotional maturity among teacher trainees of Ludhiana district. The sample of 160 teacher trainees (80 boys and 80 girls) taken from colleges of Education. Data was collected with the help of 'Ways of Coping' Test Booklet by Susan Folkman and Richard S. Lazarus (1988) and Emotional Maturity Scale (EMS) by Dr. Yashveer Singh and Mahesh Bhargava (1993). Subsequently the data were subjected to statistical analysis. Results clearly indicated that a positive and non significant relation was found between

coping styles and emotional maturity among teacher trainees. No significant difference was found between coping styles and emotional maturity of boys and girls teacher trainees.

Praveen and Prabhakar(2013) studied on emotional maturity in PG students. The major objectives of their study was to find the impact of emotional maturity of PG students in relation to gender, medium subject of their study and nativity . A sample consists in Kurnool district. The major finding of this study was maturity and medium does not have any impact on emotional maturity in PG students and gender and subject of their study have impact on emotional maturity of prospective teachers.

Bindhu. and Jubna(2013) studied on emotional maturity of students teachers of secondary level. The study intended to identify the emotional maturity of students teachers at secondary level. A comparison among the sub sample was also done. The method adopted for the study is survey scale of emotional maturity in used for data collection the satisfied random sampling technique was adopted to draw representative training colleges under Calicut university. The study reveals there is no significant difference in the emotional maturity of students teachers expect in one component, with respect to gender, faculty and type of management.

Sathiya.(2013) studied on emotional maturity of prospective teachers to their home environment to construct and validate emotional maturity scale (EMS). To find of the emotional maturity of prospective teachers. To find out the home environment of prospective teachers. A normative survey method was used fir the present study. The study was conducted on a sample of 400 prospective teachers from various impact on

education in Kanniyakumari district. Age has no impact on emotional maturity. The mean scores of emotional maturity of prospective teacher of below and above 25 ages possessed the some level of emotional maturity. The gender had no impact on emotional maturity of male and female prospective teachers possessed the some level emotional maturity the mean.

Kaur(2014) conducted a study 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

Shweta and Malik(2015) explored the teaching effectiveness of school teachers with different levels of emotional maturity. A representative sample of 300 (150 male and 150 female) teachers from urban and rural secondary schools of two districts in Haryana was randomly selected. Teaching effectiveness Scale by Kumar and Mutha (1974) and Emotional Maturity Scale by Singh and Bhargava (2012) was used to access teaching

effectiveness and emotional maturity of secondary school teachers. The study revealed that significant difference found in teaching effectiveness of secondary school male teachers with extreme emotional maturity and extreme emotional immaturity. Similar results were found out for female teachers, urban teachers and rural teachers. Significant difference was found in teaching effectiveness of secondary school female teachers with extreme emotional maturity and moderate emotional maturity. However results were reversed for male teachers, urban teachers and rural teachers with same levels of maturity. Significant difference was found in teaching effectiveness of secondary school male teachers with moderate emotional maturity and emotional immaturity. Results were reversed for female teachers, urban teachers and rural teachers with same levels of maturity.

Perumal and Rajaguru(2015) investigated the emotional maturity and the details of emotions. The investigator used “Survey Method” for this research work. 150 B.Ed student teachers were selected from Virudhunagar and Coimbatore Districts by Simple Random Sampling. The samples of the study were selected from three different types of institution. From each institution fifty samples were selected. 1. There is no significant difference between the male and female B.Ed student teachers in their emotional level. 2. There is no significant difference between the aided male and government female B.Ed student teachers in their emotional level. 3. There is no significant difference between the aided male and self-finance male B.Ed student teachers in their emotional level.

Aniket and Sutradhar Naik(2015) found out the impact of emotional maturity on personality of B.Ed. trainees of West Bengal. A sample size of 200 B.Ed. trainees was selected and taken up for the study. Kundu Neurotic Personality Inventory by Kundu and

Emotional Maturity Scale by Singh & Mahesh Bhargava are used for the study. It is found that there is significant impact of emotional maturity on personality of B.Ed. trainees.

Shafeeq and Thaqib(2015) investigated emotional maturity of secondary school students in relation to academic achievement. For this purpose a sample of 400 students (200 boys and 200 girls) of class IX were taken from 8 schools (4 Government and 4 Private) of Aligarh. For this purpose Emotional Maturity Scale by Singh and Mahesh Bhargava (1990) and Academic Achievement of the VIII class were used. The testing of hypotheses was done by using Pearson product moment correlation to find out the relationship between emotional maturity and academic achievement of secondary school students and t-test was used to compare the scores of two groups of secondary school students (male and female, government and private). The study reveals that most of the secondary school students are extremely unstable regarding emotional maturity. The study also revealed that there exist a highly positive correlation between emotional maturity and academic achievement of secondary school students.

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.

Kaur and Singh,(2016) investigated the self-esteem and emotional maturity of senior secondary school students. For the purpose of the present study, a sample of 200 secondary school students (100 male and 100 female) of Ludhiana District. Self-esteem Inventories by Stanley Coppersmith. Emotional Maturity Scale (EMS) by Singh and Dr. Bhargava were used to measure the self-esteem and emotional maturity of senior secondary school students. The data was analyzed using Mean, S.D., t-test. The findings of the study revealed that there exists significant difference between the self-esteem and emotional maturity of senior secondary school students. Further results revealed that there exists no significant difference between the self-esteem of male and female senior secondary school student and there exists significant difference between the emotional maturity of male and female senior secondary school students.

Ratna(2016) examined the level of emotional maturity level amongst student teacher admitted for B.Ed course For the purpose of studying emotional maturity level of student teacher, two Institute offering BEd course from Kohima district of Nagaland have been taken under consideration. Gender of the student teachers is influencing their emotional maturity. Age of the student teachers is not influencing their emotional maturity. Emotional maturity of the student teachers is dependent on their marital status

Moshahid (2017) examined the relationship between emotional maturity and academic achievement of B.Ed students. Descriptive survey method was used for the study. The sample for the study is 120 B.Ed students as 40 male (20 from arts and science each) and 80 female (40 from arts and science each) was selected from Malappuram District of Kerala. The tool used for assessing emotional maturity is Emotional Maturity Scale developed by Singh & Bhargave and academic achievement was assessed by marks

in the examination. Mean, SD, t-test and correlation are employed to analyze the data. Finding shows that there is positive and significant correlation between emotional maturity and academic achievement of B.Ed students. B.Ed male student possess higher level of emotional maturity than their female counterparts. However, it was found that female B.Ed students possess higher level of academic achievement than male B.Ed. students and B.Ed. students from science subjects have higher level of academic achievement than the B.Ed. students from arts subjects. It was also revealed that there is no significant difference in emotional maturity based on stream of subjects.

Studies on level of Aspiration

Qureshi (1980) studied creativity in relation to intelligence, manifest anxiety and level of aspiration of high school girls'. Findings of the study revealed that Anxiety appeared to be a positive correlate of creativity. Aspirations were related to creativity and its components. Intelligence, anxiety and aspiration promoted creativity and its components.

Saxena (1981) studied the need for achievement in relation to creativity values, level of aspiration and anxiety. Findings of the study revealed that there was relationship between need for achievement and the level of aspiration. Male and female differed significantly regarding need for achievement scores. There was no significant relationship between need for achievement and anxiety was noted values, creativity, anxiety and the level of aspiration were the predictors of n-Ach, for the students of both sexes.

Pandey(1981) studied the “social aspects of academic achievement and aspiration of scheduled tribe students”. Findings of the study revealed that the tribal students were not able to avail their proper educational opportunities provided by formal educational set-up. Their poor economic condition force for lower achievement. Negative interaction between non tribal and tribal students was also responsible for poor academic achievement. Their occupational aspirations revealed that their selection area was becoming gradually more extended, variegated and modernized.

Bedi (1982),studied the aspirations of adolescents as related to socio economic status, intelligence and sex. Findings of the study revealed that educational and occupational aspirations were significantly correlated with intelligence. Correlation between intelligence and occupational aspirations differed significantly in respect of sex and place of residence.

Jasuja(1983) conducted a study on frustration, level of aspiration and academic achievement in relation to age, educational and sex difference among adolescents and found that frustration and academic achievement was significantly and negatively related. Level of aspiration and frustration did affect the achievement.

Owuamanam (1983) in their research on relationship between academic motivation and occupational aspiration of Nigerian adolescents they found that motivation and occupational aspiration seemed to complement each other. Both motivation and aspiration were higher among males .

Annama, (1984) studied values, aspirations and adjustment of college students in Kerala. The findings of the study revealed that a majority of students did not have clear goals about education, occupation or marriage. Male students exhibited higher aspiration than female students. Female students were seen to be better adjusted than male students in all areas studied. College education was not seen to have any impact on value orientation and behavior of the students.

Abha (1985) made a comparative study of the adjustment problems, level of aspiration, Self Concept, and academic achievement of crippled children and normal children. Finding of the study revealed that crippled children differed significantly from normal children in school adjustment, emotional adjustment and total adjustment. No significant difference was found in the comparison of Crippled Children with that of normal children was noted.

Gupta (1992) studied the relationship of locus of control, anxiety, level of aspiration and academic achievement of secondary students. The findings of the study revealed that locus of control has been found to correlate negatively and significantly with academic achievement for the total sample, arts and science curriculum students, boys and girls, boys and girls of the arts curriculum belonging to high, middle and low socio-economic status, boys of the science curriculum belonging to middle and low socio-economic status. Anxiety has been found to have a significantly negative correlation with academic achievement for the total sample. Level of aspiration correlated negatively and significantly with academic achievement for the total sample.

Stella and Purushothaman (1993) conducted a study to find out whether the sex, locality, high and low pupils and high and low achievers differ significantly in their level of aspiration. The findings of the study revealed that there is no significant difference between the level of aspiration of under-achieving boys and girls. The urban students have a higher level of aspiration than rural students. The high IQ learners have a high level of aspiration than low learners. The high achievers have a high level of aspiration than low achievers.

Hotot Horowitz and Tamar (1997) examined the achievement motivation and level of aspiration of adolescent Ethiopian immigrants in the Israeli Education system. The findings of the study revealed that the high level of aspiration, the capacity to postpone gratification and obedience should facilitate the absorption of Ethiopian students into the schools. The high aspirations of the Ethiopian immigrant student in comparison with the Israeli veteran student constitute only one component of the achievement motivation, while the Ethiopian immigrant student scores lower than their Israeli counterparts on the others. The achievement motivation paradigm is still applicable to the Ethiopian immigrant student who scored relatively high on various components also performed well in school.

Aijaz and Kureshi (2001) assessed the level of aspiration and approval motive in relation to differences of age, sex from various schools/colleges at Aligarh. The study revealed that older Hindu as well as older Muslim subjects significantly higher level of aspiration. Hindu girls as compared to Hindu boys, scored significantly higher on level of aspiration.

Kishore Kausal (2001) conducted a study pm educational aspiration and Academic Achievement to assess the educational aspirations of higher secondary students and find the nature of relationship between the educational aspiration and their academic achievement. The findings of the study revealed different levels of educational aspirations from very high to very low based on their raw scores and the frequency, percentage of students failing under each level is presented. A maximum of 305 of students had high level os educational aspiration representing 29% of students and 28% with very high educational aspiration The findings indicate that there was no students under the very low level of aspiration. The result shows that the comparatively larger number of students had very high educational aspiration.

Pradhan (2002) conducted a study on factors affecting occupational, aspiration of college youths. The objective was study whether the factors such as economic status, parents educational qualification, parents occupation, caste, gender, and place of residence affect the occupational of college youths. The findings of the study revealed that factor which affect significantly the occupational aspiration of college youths were economic status, parents educational qualification, parent occupation, caste gender and place of residence affect the occupational of college youths.

Khadi (2003) conducted a study on the interrelationship of selected factors and aspiration. The findings of the study revealed that High aspiration, poor study habit and study problems were the influencing factor that conditional to academic stress. So the students can have the aspiration about, their capacities and abilities. Proper study habits proper management of time, preparation and revision of study well and before the exam

reduce the anxiety, tension, fear and nervousness at the time of exam and helps them to do well in exam.

Mrunalini (2003) conducted a study to find out the aspiration of the cream of the students admitted into teaching Profession (B.Ed). To understand the real aspirations of the students before entering into this course (B.Ed). To understand about their future education aspiration. To probe the facts concerning their entry into this course. The findings of the study revealed that there is a positive correlation between different groups of students belonging to different disciplines like mathematics and physics, sciences and social students towards teaching profession (0.08). There is no significant difference in their inclination towards teaching profession No inclination shown by the students towards teaching profession. Majority of the sample are from rural back ground.

Yeung (2005) in their research on students' school motivation and aspiration over high school years they found that 7th graders had significantly higher scores in task and effort orientations and career aspirations than 9th graders and higher scores in praise orientation than 11th graders.

Hamid et al.(2005) conducted a study on Selfconcept, level of aspiration and academic achievement of physically challenged and normal students at secondary level[10]. The result of the study highlight that the normal secondary school students have high real self, level of aspiration and academic achievement as compared to physically challenged students. On the other hand, physically challenged students were found to have high ideal self as compared to normal students .

Sharma and Kaushik (2008) studied the level of aspiration and the home condition of distant learners of IGNOU. The sample comprised 300 students (150 male and 150 female) studying in Indira Gandhi National open university. Results revealed that the female distant learners had high level of aspiration compared to male distant learners.

Talawar and Kumar (2010) studied the whether there is significant difference in the educational aspirations of boys and girls of government and private aided primary schools. The findings of the study revealed that There is no significant difference in the educational aspirations of boys and girls of government and private aided primary schools. There is no significant difference in the educational aspirations of students belonging to government and private aided primary schools. There is no significant difference in the educational aspirations of students belonging to government and private unaided primary schools was noted.

Kaskmiri and Minoti (2010) conducted a study on gender differences in Parental aspiration in the choice of vocation of the children. The findings of the study revealed that There was a significant gender differences in the choice of types of vocations by the father. A significant difference in choice of vocation by the mothers for their children existed.

Shan(2012) in their study on Self-concept and level of aspiration among physically challenged students they found that socially, the different categories of physically challenged school students with high level of aspiration and low level of aspiration differ significantly from each other.

Rajesh and Chandrasekaran(2014) studied the Level of aspiration of high school students in relation to the background variables such as sex, residential locality, medium of instruction and school management. The sample consisted of 300 high school students selected from Chennai city for this study. Level of Educational Aspiration Test developed by Khan (1999) was administered to collect the data. Collected data were subjected to suitable statistical analysis and scores of the sample were computed. The result reveals that girls had higher aspiration than that of boys. The study further revealed that aspiration levels of English medium students are higher than that of Tamil medium students.

Lata (2017) tried to find out the relationship between teaching aptitude and level of aspiration of prospective teachers. Hundred prospective teachers were taken from two teacher training colleges of district Mohali and teaching aptitude test battery by Psy-chom Services and level of Aspiration Scale by Bhargava and Shah were administered on them. It was found that teaching aptitude and its variable are significantly related to level of Aspiration which shows the importance of these variables in the selection of teaching profession.

CRITICAL REVIEW

The investigator reviewed 68 studies. Of these 44 studies were related to emotional maturity and 24 studies on level of aspiration. Majority of the studies were conducted on students and teachers. In many of the studies random sampling technique was used for selecting sample. The review of literature showed that many studies have been carried out on the influence of emotional maturity on personality and impact of on achievement level

aspiration of prospective teachers. No studies were found investigating the relationship between emotional maturity and level of aspiration of prospective teachers and hence the study.

METHODOLOGY

- Method adopted for the study
- Sample of the study
- Tools Used
- Data collection procedure
- Statistical techniques used

Research methodology is the science of appropriate modes and orders of procedure. Methodology helps the investigator to draw the required conclusions in order to achieve the objectives of the study. By indicating the significance of methodology, Koul (1997) pointed out that research methodology described the various steps of plan of action to be adopted in solving the research problem such as the definition of the terms the choice of subject for investigation, the validation of data, analysis and interpretation of data, the process of inferences and generalization.

Research methods describe the various steps of the plan of attack to be adopted in solving a research problem such as the manner in which the problem is formulated, the operational definitions of terms, the choice of subjects for investigation, the validation of data collection, analysis and interpretation of data, and the process of inferences and generalization. The validity and reliability of the findings also depends on the method adopted. A suitable method helps the researchers to explore the diverse stands of the study and adequately measures them so as to satisfy the requirements and thus it is means to an end.

The various aspects of the procedure followed in the present investigation are

- Method adopted for the study
- Tools used
- Sample
- Administration of tools
- Scoring and tabulation
- Statistical techniques used

Method adopted for the study

The present study attempts to study the relation between Level of aspiration and emotional maturity of prospective teachers. Since the problem selected is concerned with survey type, the investigator has selected the normative survey method for conducting the present study.

Tools Used

The selection of suitable tools is of vital importance in research process. The investigator used the following tools for data collection.

1. Emotional maturity scale (Sathiya and Deepa, 2012).
2. Level of Aspiration scale (Sreelatha, 2014).
3. Personal information schedule

a) Emotional maturity scale

Emotional maturity scale was prepared and validated by Sathiya and Deepa(2012) This scale consisted of five dimensions viz...the dimensions are emotional awareness ,emotional understanding, emotional responsibility emotional assertiveness and emotional honesty. Emotional maturity consisted of thirty statements. Reliability

coefficient was found to be 0.70. The scale consisted of 24 items of which 12 items are of positive polarity and 12 items of negative polarity. This is a three point scale having responses Always, sometimes and Never. A score of 3 for Always, 2 for sometimes and 1 for Never was given for the positive items. For the negative item the score was reversed.

b) Level of Aspiration Scale

In order to measure the level of aspiration of prospective teachers, Level of Aspiration scale prepared by Sreelatha(2013) was used,. Reliability co-efficient was found to be 0.60.

c) Personal information schedule

Personal information schedule was used for collecting personal information regarding name, gender, Educational qualification, Religion, community, locality and major subject.

Sample selected for the study

The sample is a small portion of a population selected for observation and analysis. The sample consisted of 400 prospective teachers studying in B.Ed colleges of Kanniyakumari district.

Sampling technique used

The sample for the present investigation was selected by using the method of simple random sampling technique. The sample for the present study comprised of 400 prospective teachers studying B.Ed college of kanyakumari district.

The data was collected initially from 415 prospective teachers. The scoring of the response sheets indicated that a few of them were incomplete and they were rejected and a final sample of 400 was used for this study.

Details of sample selected

The details about the sample was given in the

Table 3.1

List of B.Ed Colleges and Number of Prospective Teachers

S.No	Name of the colleges	Number of the prospective teachers
1	N.V.K.S.D College of Education, Attoor	50
2	White memorial college of Education, Attoor	75
3	R.P.A College of Education, Mamootokadai	50
4	Immanuel Arasar College of Education, Nadtalam	75
5	Hindu College of Education, Nagercoil	75
6	Ruban College of Education, Thadikarankonam	75
	Total	400

a) Gender wise distribution of sample

The sample consisted of 120 male and 280 female prospective teachers. The percentage are given in table 3.2

Table 3.2

Gender Wise Distribution of Sample

Gender	Count	Percent
Male	120	30.00
Female	280	70.00
Total	400	100.

b) Locality wise distribution of sample

The sample consisted of 304 rural and 96 urban prospective teachers. The percentage are given in table 3.3.

Table 3.3

Locality wise distribution of sample

Locality	Count	Percent
Rural	304	76.00
Urban	96	24.00
Total	400	100.

c) Community wise distribution of sample

The sample consisted of 41 FC, 289 BC, 37 MBC and 33 SC prospective teachers.

The percentage are given in table 3.4.

Table 3.4

Community wise distribution of sample

Community	Count	Percent
FC	41	10.25
BC	289	72.25
MBC	37	9.25
SC	33	8.25
Total	400	100.

d) Religion wise distribution of sample

The sample consisted of 156 Hindu and 244 Christian prospective teachers. The percentage are given in table 3.5.

Table 3.5

Religion wise distribution of sample

Religion	Count	Percent
Hindu	156	39.00
Christian	244	61.00
Total	400	100.

e) Educational qualification wise distribution of sample

The sample consisted of 278 UG and 122 PG Prospective teachers. The percentage are given in table 3.6.

Table 3.6

Educational qualification wise distribution of sample

Educational Qualification	Count	Percent
UG	278	70.00
PG	122	30.70
Total	400	100.

f) Major subject wise distribution of sample

The sample consisted of 175 Arts and 225 Science prospective teachers. The percentage are given in table 3.7.

Table 3.7

Major wise distribution of sample

Major subjects	Count	Percent
Arts	175	43.75
Science	227	56.25
Total	400	100.

Administration of tools

As per the schedule prepared, the investigator sought permission from principals of various B.Ed colleges which were selected, for data collection. The investigator visited all the B.Ed colleges and the tools were administered to the prospective teachers. After collecting the data from the sample, the data were carefully evaluated by the investigator and the scores of all samples were used for this study.

Scoring and tabulation

The data collected were scored systematically using scoring key. In Level of aspiration scale, for positive items a score of '2' for Always, '1' for Sometimes and '0' for Never responses was given. In Emotional maturity scale for positive items a score of '2' for Always, '1' for Sometimes '0' for Never and response was given. After completion of scoring, the data were organized and tabulated for analysis and interpretation.

Statistical techniques used for the study

The investigator used the following major statistical techniques for analyzing the data.

- Percentage
- Arithmetic Mean
- Standard Deviation
- T, test
- ANOVA followed of Scheffee's procedure
- Pearson's product moment method of correlation

t test

The t test has a wide number of applications in statistics. It can be used to test the significance of difference between the means of two independent groups. By using the mean and standard deviation of two groups, t-value is calculated.

ANOVA

To find out whether there is any significant difference among the means of more than two random samples the F-test used. The analysis of variance leads with variances, rather than with standard deviations and standard error.

Scheffee's procedure

This is a test of post hoc analysis. A significant F obtained as the result of ANOVA, does not indicate which of the groups differ among themselves. In such cases, the comparison of the differences between means for any two groups is done using Scheffee's procedure (Scheffee's , 1957). Scheffee's test is one of the well known multiple group comparison test.

Pearson's product moment of correlation coefficient

The most often used and most precise coefficient of correlation is known as the Pearson's product moment of correlation coefficient (r). Pearson's product moment of correlation coefficient is used to determine the relationship between variables. The raw score method requires the use of five columns, as illustrated blow using the same data.

Verbal interpretation of correlation coefficient

Garrett(1969) presents the following suggestions for interpreting the various values of 'r's.

$r=0$ denotes no relationship

$r=0.000$ to 0.20 denotes negligible correlation

$r=0.20$ to 0.40 denotes low correlation

$r=0.40$ to 0.70 denotes substantial correlation

$r=0.70$ to 0.90 denotes high correlation

$r=0.90$ to 0.99 denotes very high dependable relationship

$r=1$ denotes perfect correlation

It may be mentioned here that computer facilities were made use for analysis of the data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

- Interpretation of data
- Tenability of hypothesis

The analysis and interpretation of data represent the application of deductive and inductive logic to the research problem. Analysis of data means studying the tabulated material in order to determine inherent facts. The data obtained were systematically studied from as many angles as possible to explore the new facts, ideas, concept and generalization. The purpose of analysis is to construct an intellectual model which explains the relationship between variables. The analyzed data is then synthesized in such a way that hypotheses may be accepted or rejected.

Interpretation of data refers to the important part of the investigation which is associated with the drawing of collected facts after an analytical study. The usefulness of the collected data lies in its proper interpretation. It provides certain conclusions about the problem under study.

According to Wikinson and Bhardarkar(1977) analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions.

The present investigation is intended to study the emotional maturity and level of aspiration of the prospective teachers. Four hundred prospective teachers from different B.Ed colleges of Kanniyakumari district were selected as the sample for the study. The data collected from the sample were analyzed using appropriate statistical techniques like arithmetic mean, 't' test, ANOVA and Pearson's product moment method of correlation. The details of the analysis are given in the following sections.

- i. Assessment of the level of emotional maturity and level of aspiration of the prospective teachers.
 - ii. Differential analysis
 - iii. Correlation analysis
1. Assessment of the level of emotional maturity and level of aspiration of the prospective teachers.

The purpose of the analysis is to find out the level of emotional maturity and level of aspiration of the prospective teachers. For this purpose, the prospective teachers were grouped into three levels, viz..... high, medium and low based on their scores in emotional maturity. The mean and standard deviation of the total score were calculated. Those getting scores at or above $M+\sigma$ were grouped as high emotional maturity group, those getting scores below $M-\sigma$ were grouped as low emotional maturity group, those getting scores, below $M-\sigma$ were grouped as low group and those getting scores between $M+\sigma$ and $M-\sigma$ were grouped as moderate. emotionally matured group. The same procedure is followed for aspiration also.

(a) Level of Emotional Maturity of Prospective Teachers

Arithmetic mean of the scores emotional maturity of the prospective teachers is 51.87 and standard deviation 6.09. Those getting score above 57.96 (above $m+\sigma$) are classified as high emotional maturity of group getting scores below 45.76(below $m-\sigma$) as low emotional maturity of group getting scores between 57.96 and 45.76 is moderate emotional maturity of group.

Table 4.1

Percentage wise distribution of different levels of emotional maturity.

Emotional maturity	Count	Percent
Low	53	13.25
Medium	283	70.75
High	64	16.00
Total	400	100.0

Result in table 4.1, showed that 70.75% of the prospective teachers have moderate level of emotional maturity that is about 7/10 of the sample possess moderate level of emotional maturity 13.25 of prospective teachers possess low level of emotional maturity and 16.00% belong to high emotional maturity group.

(b) Level of Aspiration of the Prospective Teachers

Arithmetic mean scores of the level of aspiration of the prospective teachers is 27.36 and standard deviation 4.28. Those getting score above 31.64 (above $m+\sigma$) are classified as high level of aspiration of group getting scores below 23.08 (below $m-\sigma$) as low of aspiration of group getting scores between 31.64 and 23.08 is moderate level of aspiration of group.

Table 4.2

Percentage wise distribution of different levels of Aspiration

Level of Aspiration	Count	Percent
Low	64	16.00
Medium	273	68.25
High	63	15.75
Total	400	100.0

Results in table 4.2 showed that 68.25% of the prospective teachers have moderate level of aspiration that is nearly 7/10 of the sample possess moderate level of aspiration, 16% of prospective teachers possess low level of aspiration 15.75% belong to high aspiration group.

II. Differential analysis

1. Comparison of mean scores of emotional maturity of prospective teachers based on the background variables.
 - a. Comparison of mean scores of emotional maturity of prospective teachers based on their gender

Null hypothesis 1(1)

There is no significant difference in the mean scores of emotional maturity of male and female prospective teachers.

Table 4.3

Gender wise comparison of emotional maturity of prospective teachers

Gender	Mean	SD	N	t	p	Remark
Male	53.45	5.59	120			
				3.588	0.000	sig. at
Female	51.19	6.18	280			0.01 level

The calculated t value (3.588; $p < 0.01$) is significant at 0.01 level. Therefore the null hypothesis is rejected. The shows that male and female prospective teachers differ in their emotional maturity. It is clear from the mean values that emotional maturity of male prospective teachers is significantly higher than that of female prospective teachers, It may

therefore be said that the male prospective teachers were found to have significantly higher emotional maturity than female prospective teachers.

b) Comparison of mean scores of emotional maturity of prospective teachers based on their Locality

Null hypothesis 1(2)

There is no significant difference in the mean scores of emotional maturity of rural and urban prospective teachers.

Table 4.4

Locality wise comparison of emotional maturity of prospective teachers

Locality	Mean	SD	N	t	p	Remark
Rural	52.48	5.91	304			
				3.517	0.000	sig at 0.01 level
Urban	49.93	6.28	96			

The calculated t value ($t=3.517; p<0.01$) is significant at 0.01 level. Therefore the null hypothesis is rejected. It is clear from the mean scores that the emotional maturity of prospective teachers from rural college is significantly higher than that of urban prospective teachers. It may therefore be said that the rural college prospective teachers were found to have significantly higher emotional maturity than those of urban B.Ed. college prospective teachers.

- c) Comparison of mean scores of emotional maturity of prospective teachers based on their community

Null hypothesis 1(3)

There is no significant difference in the mean scores of emotional maturity of prospective teachers belonging to different communities.

Table 4.5

Community wise comparison of emotional maturity of prospective teachers

Community	Mean	SD	Source	sum of squares	df	mean square	t	p	Remark
FC	56.54	7.93	Between	1494.1	3	498.05			
			GP						
BC	51.52	5.64	within	13306.6	396	33.60	14.822	0.000	sig at 0.01 level
			GP						
MBC	52.92	4	Total	14800.7	399				
SC	47.88	5.74							

The calculated F value (F-14.822; $p < 0.01$) is significant at 0.01 level. Therefore the null hypothesis is rejected. It showed that there existed significant difference among prospective teachers from different communities in their emotional maturity.

The result does not help to identify exactly the pairs of groups which differ statistically. Hence Scheffé's multiple comparison is used for further analysis.

Table 4.6

Scheffe's procedure for comparing the mean scores of emotional maturity prospective school teachers based on their community

Community	N	Pair	P(Scheffe)	Remark
FC(A)	41	AVsB	0.000	sig at 0.01 level
BC(B)	289	BVsC	0.591	NS
MBC(C)	37	AVsC	0.057	NS
SC(D)	33	AVsD	0.000	sig at 0.01 level
		BVsD	0.009	sig at 0.01 level
		CVsD	0.005	sig at 0.01 level

Results in table 4.7 showed that there existed significant difference between FC and BC, FC and SC, BC and SC and MBC and SC prospective teachers in their emotional maturity. The other two pairs did not differ in their emotional maturity.

- d) Comparison of mean scores of emotional maturity of prospective teachers based on their Religion

Null hypothesis 1(4)

There is no significance in the mean scores of emotional maturity of Hindu and Christian prospective teachers.

Table 4.7

Religion wise comparison of emotional maturity of prospective teachers

Religion	Mean	SD	N	t	p	Remark
Hindu	52.33	6.27	156			
Christian	51.57	5.97	244	1.205	0.229	NS

The calculated t value ($t = 1.205; p > 0.05$) is not significant at any level. Therefore the null hypothesis is accepted. That is the emotional maturity of prospective teachers do not statically differ with their religion. Hindu and Christian prospective teachers possess almost same level of emotional maturity.

- e) Comparison of mean scores of emotional maturity of prospective teachers based on their educational qualifications

Null hypothesis 1(5)

There is no significant difference in the mean scores of emotional maturity of prospective teachers having different educational qualifications.

Table 4.8

Educational qualification wise comparison of emotional maturity of prospective teachers

Educational Qualification	Mean	SD	N	t	p	Remark
UG	51.16	6.05		3.573	0.000	sig at 0.01
PG	53.47	5.91				level

The calculated t value ($t=3.573; p<0.01$) is significant at 0.01 level. That is there existed significant difference in the emotional maturity of prospective teachers having undergraduate and post graduate degrees. That is emotional maturity of prospective teachers statistically differ with the educational qualifications of their prospective teachers. The mean values showed that B.Ed colleges with post graduate prospective teachers have more emotional maturity compared to prospective teachers with graduation only.

- f) Comparison of mean scores of emotional maturity of prospective teachers based on their Major subject

Null hypothesis 1(6)

There is no significant difference in the mean scores level of emotional maturity of humanity and science prospective teachers belonging to humanities and science system.

Table 4.9

Major subject wise comparison of emotional maturity of prospective teachers

Major subject	Mean	SD	N	t	p	Remark
Humanities	52.95	5.97	175			
				3.186	0.002	sig at 0.01 level
Science	51.02	6.06	225			

The calculated t value ($t=3.186; p<0.01$) is significant at 0.01 level. That is there existed significant difference between prospective teachers having humanities and sciences as major subject in their emotional maturity that is emotional maturity of prospective teachers statistically differ with their major subject. The mean values should prospective teachers having major subject humanities possess more than emotional maturity their under parts.

- a) Comparison of mean scores of level of aspiration prospective teachers based on their Gender

Null hypothesis 2(1)

There is no significant difference in the mean scores of level of aspiration of male and female prospective teachers.

Table 4.10

Gender wise comparison level of Aspiration of prospective teachers

Gender	Mean	SD	N	t	p	Remark
Male	28.79	4.42	120			
				4.348	0.000	sig at 0.01 level
Female	26.74	4.08	280			

The calculated t value (4.348; $p < 0.01$) is not significant at any level. Therefore the null hypothesis is rejected. It is shown that male & female prospective teachers differ in their level of aspiration. It is clear from the mean values that level of aspiration of male prospective teachers is significantly higher than that of female prospective teachers. It may therefore be said that the male prospective teachers were found to have significantly higher level of aspiration than female prospective teachers.

- b) Comparison of mean scores level of aspiration of prospective teachers bases on their Locality

Null hypothesis 2(2)

There is no significant difference in the mean scores level of aspiration of rural and urban prospective teachers.

Table 4.11

Locality wise comparison level of aspiration of prospective teachers

Locality	Mean	SD	N	t	p	Remark
Rural	27.91	4.54	304			
				6.107	0.000	sig at 0.01 level
Urban	25.59	2.71	96			

The calculated t vale (t-6.107;p<0.01) is significant at 0.01 level. Therefore the null hypothesis is rejected. It is clear from the mean scores that the level of aspiration of prospective teachers from rural colleges is significantly higher than that of urban prospective teachers, It may therefore be said that the rural college prospective teachers were found to have significantly higher level of aspiration than those or urban B.Ed college prospective teachers.

c) Comparison of mean scores level of aspiration of prospective teaches bases on their community

Null hypothesis 2(3)

There is no significant difference in the mean scores of level of aspiration of prospective teachers from different community.

Table 4.12

Community wise comparison level of aspiration of prospective teachers

Community	Mean	SD	Source	sum of squares	df	mean square	t	p	Remark
FC	30.22	5.16	Between	546.0	3	182.01			
			GP						
BC	26.94	3.28	within	6779.8394	396	17.12	10.631	0.000	sig at 0.01 level
			GP						
MBC	28.84	4.67	Total	7325.8775	399				
SC	25.82	4.78							

The calculated F value (F-10.63; $p < 0.01$) is significant at 0.01 level. Therefore the null hypothesis is rejected it showed that there existed significant difference among prospective teachers from different communities in their level of aspiration.

Scheffe's procedure for comparing the mean scores of level of aspiration prospective

Table 4.13

School teachers based on their community

Community	N	Pair	P(Scheffe)	Remark
FC(A)	41	AVsB	0.000	sig at 0.01 level
BC(B)	289	BVsC	0.076	NS
MBC(C)	37	AVsC	0.540	NS
SC(D)	33	AVsD	0.000	sig at 0.01 level
		BVsD	0.027	NS
		CVsD	0.539	sig at 0.05 level

Results in table 4.15 showed that there existed significant difference between BC and SC prospective teachers in their level of aspiration. The other two pairs did not differ in their aspiration.

- d) Comparison of mean scores of level of aspiration of prospective teachers based on their Religion

Null hypothesis 2(4)

There is no significance in the mean scores of level of aspiration of Hindu and Christian prospective teachers.

Table 4.14

Religion wise comparison of level of aspiration of prospective teachers

Religion	Mean	SD	N	t	p	Remark
Hindu	27.50	4.97	156			
				0.494	0.622	NS
Christian	27.27	3.79	244			

The calculated t value (t 0.494;p>0.05) is not significant at any level. Therefore the null hypothesis is accepted. That is the level of aspiration of prospective teachers do not statistically differ with religion. Hindu and Christian prospective teachers possess almost same level of aspiration.

- e) Comparison of mean scores of Level of aspiration prospective teachers based on their Educational Qualification

Null hypothesis 2(5)

There is no significant difference in the mean scores level of aspiration of prospective teachers based on their educational qualification.

Table 4.15

Educational qualification wise comparison Level of aspiration of prospective teachers

Educational Qualification	Mean	SD	N	t	p	Remark
UG	28.7	4.87	278	3.204	0.001	sig at 0.01 level
PG	28.7	3.91	122			

The calculated t value ($t=3.204; p<0.01$) is significant at 0.01 level. That is there existed significant difference between the level of aspiration of prospective teachers having undergraduate and post graduate degrees. That is level of aspiration of prospective teachers statistically differ with their educational qualifications of their prospective teachers. The mean values showed that graduation only. The level of aspiration of prospective teachers graduation only is high compare to their

- f) Comparison of mean scores level of aspiration of prospective teaches bases on their Major subject

Null hypothesis 2(6)

There is no significant difference in the mean scores level of of aspiration of arts and science prospective teachers.

Table 4.16

Major subject wise comparison of level of aspiration of prospective teachers

Major subject	Mean	SD	N	t	p	Remark
Humanities	28.08	4.27	175	2.985	0.003	sig at 0.01 level
Science	26.80	4.21	225			

The calculated t value ($t=2.985; p<0.01$) is significant at 0.01 level. Therefore the null hypothesis “there exists no significant difference in the mean scores of emotional maturity of arts and science prospective teachers is rejected”. That is there existed significant difference between arts and science prospective teachers in their emotional maturity that is level of aspiration of prospective teachers statistically differ with their major subject. The mean value of the major subject of arts subject is better than the emotional maturity of science subject.

III. Correlation analysis

Pearson product moment method of correlation was used to find out the correlation between emotional maturity and level of aspiration of the prospective teachers.

Correlation between emotional maturity and level of aspiration of the prospective teachers and the sub samples are presented in table 4.17.

Table 4.17

Pearson correlation between emotional maturity and level of aspiration of the prospective teachers for the total sample sub samples

Background variable	Category	r	Level of significance	Verbal Interpretation r
Total sample		0.239	0.01	Low
Gender	Male	0.317	0.01	Low
	Female	0.166	0.01	Negligible
Locality of Institution	Rural	0.199	0.01	Negligible
Community	Urban	0.277	N.S	
	FC	0.179	N.S	
	BC	0.159	0.01	Negligible
	MBC	0.212	N.S	
Religion	SC	0.248	N.S	
	Hindu	0.298	0.01	Low
Educational qualification	Christian	0.187	0.01	Negligible
	UG	0.145	0.05	Negligible
Major subject	PG	0.353	0.01	Low
	Humanities	0.088	N.S	
	Science	0.325	0.01	Low

1. The correlation between emotional maturity and level of aspiration of the prospective teachers is 0.239 which is significant at 0.01 level and verbally interpreted as low. There is positive low correlation between emotional maturity and level of aspiration of the prospective teachers. As the emotional maturity of prospective teachers increases level of aspiration also increases.
2. The correlation between emotional maturity and level of aspiration of male prospective teachers ($r=0.317$) and female prospective teachers ($r=0.116$) are significant at 0.01 level.
3. The correlation between emotional maturity and level of aspiration of rural prospective teachers is ($r=0.199$) significant at 0.01 level and urban prospective teachers ($r=-0.277$) is not significant.
4. The correlation between emotional maturity and level of aspiration of forward community prospective teachers($r=0.179$) MBC prospective teachers ($r=0.212$) and scheduled community prospective teachers ($r=0.248$) are not significant at any level. But correlation is significant for BC prospective teachers.
5. The correlation between emotional maturity and level of aspiration of Hindu prospective teachers is ($r=0.298$), and Christian prospective teachers ($r=0.189$) are significant at 0.01 level.
6. The correlation between emotional maturity and level of aspiration of undergraduate prospective teachers ($r=0.145$) and post graduate prospective teachers($r=0.353$) are significant at 0.01 level.

7. The correlation between emotional maturity and level of aspiration of humanities prospective teachers ($r=0.088$) is not significant at any level and science prospective teachers ($r=0.325$) significant at 0.01 level.

Tenability of hypotheses

- i. The null hypothesis 1(1) "There is no significant difference in the mean scores of emotional maturity of male and female prospective teachers" is rejected.
- ii. The null hypothesis 1(2) "There is no significant difference in the mean scores of emotional maturity of rural and urban prospective teachers" is rejected.
- iii. The null hypothesis 1(3) "There is no significant difference in the mean scores of emotional maturity of FC, BC, MBC and SC prospective teachers" is rejected.
- iv. The null hypothesis 1(4) "There is no significant difference in the mean scores of emotional maturity of Hindu and Christian prospective teachers" is accepted
- v. The null hypothesis 1(5) "There is no significant difference in the mean scores of emotional maturity of UG and PG prospective teachers" is rejected.
- vi. The null hypothesis 1(6) "There is no significant difference in the mean scores of emotional maturity of humanities and science prospective teachers" is rejected.
- vii. The null hypothesis 2(1) "There is no significant difference in the mean scores of level of aspiration of male and female prospective teachers" is rejected.
- viii. The null hypothesis 2(2) "There is no significant difference in the mean scores of level of aspiration of rural and urban prospective teachers" is rejected.

- ix. The null hypothesis 2(3) “There is no significant difference in the mean scores of level of aspiration of FC, BC, MBC and SC prospective teachers” is rejected
- x. The null hypothesis 2(4) “There is no significant difference in the mean scores of level of aspiration of Hindu and Christian prospective teachers” is accepted.
- xi. The null hypothesis 2(5) “There is no significant difference in the mean scores of level of aspiration of UG and PG prospective teachers” is rejected.
- xii. The null hypothesis 2(6) “There is no significant difference in the mean scores of level of aspiration of humanities and science prospective teachers” is rejected.

CHAPTER V

FINDINGS, SUMMARY, CONCLUSION AND SUGGESTIONS

- Major findings
- Conclusions
- Educational implication
- Suggestions for further
Research

The study under investigation is entitled as “**A study on Emotional Maturity and Level of Aspiration of Prospective Teachers**”.

The chapter attempts to summarize all the findings and conclusions drawn from the present investigation. The educational implications of the study and suggestion for further research are also given.

Objectives of the study

- 1) The study the level of emotional Maturity and level of aspiration of prospective teachers.
- 2) To compare of emotional maturity of prospective teachers based on background variables namely gender, locality, community, Religion, educational qualification, major subject in prospective teachers.
- 3) To compare level of aspiration of prospective teachers based on background variables namely gender, locality, community, Religion, educational qualification, major subject in prospective teachers.
- 4) To find out the relationship between emotional maturity and level of aspiration of prospective teachers and for the study.

Hypotheses Framed for the study

The following are the major null hypotheses framed for the present investigation.

- i. There is no significant difference in the mean scores of emotional maturity of male and female prospective teachers.
- ii. There is no significant difference in the mean scores of emotional maturity of rural and urban prospective teachers.
- iii. There is no significant difference in the mean scores of emotional maturity of prospective teachers belonging to different community.
- iv. There is no significant difference in the mean scores of emotional maturity of prospective teachers belonging to different religions .
- v. There is no significant difference in the mean scores of emotional maturity of prospective teachers with UG and PG qualification.
- vi. There is no significant difference in the mean scores of emotional maturity of prospective teachers with humanities and science as their major subjects.
- vii. There is no significant difference in the mean scores of level of aspiration of male and female prospective teachers.
- viii. There is no significant difference in a mean scores of level of aspiration of rural and urban prospective teachers.
- ix. There is no significant difference in mean scores of level of aspiration of prospective teachers belonging to different communities .
- x. There is no significant difference in mean scores of level of aspiration of prospective teachers belonging to different religions.

- xi. There is no significant difference in mean scores of level of aspiration of prospective teachers UG and PG qualifications .
- xii. There is no significant difference in mean scores of level of aspiration of prospective teachers. with humanities and science and their major subject.
- xiii. There is no significant correlation between emotional maturity and level of aspiration of prospective teachers.

Methodology of the study

Method

Normative survey method was used for the present study.

Sample

The study was conducted on a sample of 400 prospective teachers studying in various Colleges of Education in Kanniyakumari district.. The prospective teachers gender, educational qualification, Religion, community, locality, major subject.

a) Tools used

The tools used for the study were

- 1) Emotional Maturity scale developed and validated by (Sathiya and Deepa 2013).
- 2) Level of Aspiration (Sreelatha, 2013).
- 3) Personal information schedule

b) Data collection procedure

The investigator visited selected B.Ed. colleges in Kanniyakumari district. The emotional maturity scale and level of aspiration scale were administered individually to the prospective teachers. Proper instructions were given by the investigator. Teachers were instructed to read the statements carefully and mark their responses in the response sheet.

c) Scoring and tabulation

The data collected were scored systematically using keys. In emotional maturity scale, for positive items, a scores of '0' for seldom true, '1' often true, '2' for very often true was given to the responses and for negative items the scores were reversed. In occupational stress inventory, for positive items, a score of '2' for Yes, 't' for undecided, '0' for no was given to the responses and for negative items the scores were reversed.

d) Statistical techniques used

For analyzing the data the following statistical techniques were employed

- i. Mean
- ii. Standard deviation
- iii. t test
- iv. ANOVA followed by scheffee's procedure
- v. Pearson's product moment method of correlation

Major findings and conclusions

Following are the important of the present investigation

- 1) A considerable proportion of the prospective teachers possess moderate level of emotional maturity and aspiration.
- 2) There existed significant difference between male and female prospective teachers in their emotional maturity. This finding is supported by the following result ($t=3.588$, $p<0.01$ which is significant at 0.01 level).
- 3) There existed significant difference between rural and urban prospective teachers in their emotional maturity. This finding is supported by the following result ($t=3.517$, $p<0.01$ which is significant at 0.01 level).
- 4) There existed significant difference among FC, BC, MBC and SC prospective teachers in their emotional maturity. This finding is supported by the following result ($t=14.822$, $p<0.01$ which is significant at 0.01 level).
- 5) There existed no significant difference between Hindu and Christian prospective teachers in their emotional maturity. This finding is supported by the following result ($t=1.205$, $p>0.05$ which is not significant at any level).
- 6) There existed significant difference between UG and PG prospective teachers in their emotional maturity. This finding is supported by the following result ($t=3.573$, $p<0.01$) which is significant at 0.01 level).
- 7) There existed significant difference between humanities and science prospective teachers in their emotional maturity. This finding is supported by the following result ($t=3.186$, $p<0.01$ which is significant at 0.01 level).

- 8) There existed significant difference between male and female prospective teachers in their level of aspiration. This finding is supported by the following result ($t=4.345$, $p<0.01$ which is significant at 0.01 level).
- 9) There existed significant difference between rural and urban prospective teachers in their level of aspiration. This finding is supported by the following result ($t=6.107$, $p<0.01$ which is significant at 0.01 level).
- 10) There existed significant difference between FC, BC, MBC and SC prospective teachers in their level aspiration. This finding is supported by the following result ($t=10.631$, $p<0.01$ which is significant at 0.01 level).
- 11) There existed no significant difference between Hindu and Christian prospective teachers in their level of aspiration. This finding is supported by the following result ($t=0.494$, $p>0.05$ which is not significant at any level).
- 12) There existed significant difference between UG and PG prospective teachers in their level of aspiration. This finding is supported by the following result ($t=3.204$, $p<0.01$ which is significant at 0.01 level).
- 13) There existed significant difference between humanities and science prospective teachers in their level of aspiration. This finding is supported by the following result ($t=2.986$, $p<0.01$ which is significant at 0.01 level).
- 14) There existed significant correlation between emotional maturity and level of aspiration of the prospective teachers for the total sample and sub samples.

Major conclusions drawn from the study are the following

- 1) A considerable proportion of prospective teachers have moderate level of emotional maturity and level of aspiration..

- 2) Gender, locality, community, educational qualification and major subject of study are significant factors in the emotional maturity of prospective teachers.
- 3) Religion is not a significant factor in the emotional maturity of prospective teachers.
- 4) Gender, locality, community, educational qualification and major subject of study are significant factors in the level of aspiration of prospective teachers.
- 5) Religion is not a significant factor in the level of aspiration of prospective teachers.
- 6) There is positive and significant correlation between emotional maturity and level of aspiration of the prospective teachers for total sample and sub samples. Emotionally mature prospective teachers have high level of aspiration compared to their counterparts.

Educational implication of the study

The study revealed a positive significant correlation between emotional maturity and level of aspiration of prospective teachers. It also reveals in the influence of gender, Educational qualification , community, locality, major subject on emotional maturity and level of aspiration. It is found that emotionally mature prospective teachers possessed high level of aspiration. So measures should be taken to improve the emotional maturity of prospective teachers. Special training programmes to improve the emotional maturity of prospective teachers can be organized. Soft skill programme also the a part of the B.Ed curriculum. So, it is the responsibility of the parents, teachers and administrations of the educational institutions to provide favorable and conducive environment to the students for fullest development of their emotional maturity to act according to situation

and need of the time. This will also be helpful to the students for satisfactory performance in the field of academics to become a successful person in the society. Programmer should be organized to develop the emotional maturity of prospective teaches. Special training programmes to improve the emotional maturity of prospective teachers can be organized. Soft skill programmes can also be a part of the in service courses. Co-curricular/extra-curricular activities related to the affective and psychomotor domain should be a compulsory part of the curriculum. Value-oriented education awareness should be provided Teacher educators should help the prospective teachers to set realistic goals. Level of aspiration should be high enough to be challenging and low enough to be attainable

Suggestions for further research

Based on the findings of the present investigation, the investigator suggests the following areas for further research in the field.

- 1) The present study is confined only to the prospective teachers of Kanniyakumari district. This can be extended further to other districts of Tamilnadu and other states.
- 2) A study can be conducted to find out the aspiration of school teachers.
- 3) A study can be conducted to study the emotional maturity and level of aspiration prospective teachers at various level.
- 4) A study can be conducted to examine the effect of interventional programmes in reducing the aspiration.
- 5) A study can be conducted to study emotional maturity and level of aspiration of arts and science college students

REFERENCES

Ahmad, P.A.,Hamid,M.M,&Ganaie,M.Y.(2012). Self-concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level in district Barramullah. *Research on Humanities and Social Sciences*, 2 (2): 61-66.

Akthar, Parveen & Pranhakar(2012). Emotional maturity of post graduate students. *Edutracks* .12(8), 45-48.

Aminbhavi (2006). Impact emotional maturity on stress and self confidence of adolescents. *Journal Indian academy of applied psychology* .18(9).

Arya, A. (1997). Emotional Maturity and Values of Superior Children In Family. *Fourth Survey of Research in Education*. 11.

Balakrishnan ,(2013). Emotional maturity of teachers in relation to their subject and their years of experiences . *International journal of teacher education research*.2.

Best,J.W.,(1086). *Research in education*. New Delhi: Prentice-Hall of India Private Limited.

Bherdwaj, & Mital (2010), perceived parental behavior in relation to emotional maturity adolescent. *Journal of community guidance and research* .29(1) 147-149.

Buchmann S & Dulton (2002). Interpersonal influences and Education aspirations in 12 countries: The importance of institutional context” *Sociology of Education* 75 99-122.

Cooke & Melnie (2008) “Aspirations and Education of young migrants in the London Area” *Journal of Language identity and Education* 7(2008) 22-40.

Carruthers(1998).Characteristics of Emotional Maturity.. *Eric Document Reproduction Service* 205321.

Dahja Neethu (2013). A study of emotional maturity among senior secondary school student in relation to difference. *Educational and psychological research*, 3(1). 2230/9596.

Dalwindar Singh & Simerjeet Kaur (2012). perceived parental behavior in relation to emotional maturity among adolescents. *Journal of community guidance and research* . 29 (1)

Furlong & Biggart (1999). “Framing choices: Longitudinal study of occupational aspirations among 13-16 olds” *Journal of Education and work* 21-35.

Geetha Iyer (1987)“Educational and vocational aspiration among the first generation corners”. *Experiments in Education* 16:28-38.

Giardina & Bhattacharya (2007) “Managing Technological constraints and Educational Aspiration in a multicultural learning environment design. *Journal of Interactive learning Research* 18 (1) 65-70.

Garrett, E.H.(2004). Statistics in Psychology and Education. *Paragon International Publishers*, Delhi.

Gupta ,(2010). Relationship between emotional maturity and attitude towards marriage of adolescents girls. *Journal of community guidance and research* .27(3) 362-364.

Hangal, & Aminabhavi (2007). Impact of maternal employment on the self-concept, emotional maturity quarterly. *Journal on Research and Reflections on Education*. 4(3).

Hameed, & Thahira.S (2010). Emotional maturity and adjustment of students teachers. *.Edutracks* . 19(6).

Gupta,& Heenu (1992). Relationship between Lows of control Anxiety, level of aspiration and academic achievement of secondary students. "Indian Educational Review A Research Journal XX VII No-1:87-94.

Kiran, & Chouthary (2012) Emotional maturity as related to adjustment of the adolescents. *Rescent research inf education and psychology*.14(1-11).

Kaur, (2000). Emotional maturity it in relation to environmental factors.*Unpublished M.Ed Dissertation*, Punjab university, Chandigarh.

Kaur, (2001). A study on emotional maturity of adolescents in relation to intelligence, academic achievement and environmental catalyts Ph.D. *Thesis Punjab university*, Chandigarh

Kausal &,kishore, (2001). "Educational aspiration and academic achievement " *The educational Review* 37:229-230.

Lata, Kusum,(2017). Teaching Aptitude of Prospective Teachers as Related to Their Level of Aspiration . *IRA-International Journal of Education & Multidisciplinary Studies*.7(1), 54-58. DOI: <http://dx.doi.org/10.21013/jems>.

Mankal, (2008). *Advanced Educational Psychology* ..New Delhi.

Maurice, (1990). *The Secret Of Maturity*. New York..*Palm Tree Publication*.

Marjoribanks,(1989). Aspiration And Young Adult Status Attainment. *Educational Studies* 15(1989)155-164.

Mahila& Vishwavidayala, (2013). effect of yoga on self concept and emotional maturity of visually challenged students. *Journal of the India academy of applied psychology*.39(2).

Mary Joise,(2006).Educational Aspiration And Certain Psychological Factor Of Find And Subsequent Generation Learners—*Research And Reflection on Education* (18-19).

Mrunalini .(2003). “Teacher trainees aspirations towards teaching profession” *Edutracks* 3: (34-37).

Malik, Umender & Kapoor, Shweta(2015). Teaching Effectiveness Of School Teachers In Relation To Emotional Maturity *Global Journal of Arts Humanities and Social Sciences*.2(3),1-9. Retrived from www.ea-journals.org

Moshahid Mohd. (2017), Emotional maturity and academic achievement of B.ed students: A co-relational study . *International Journal of Advanced Research and Development*.2(3),133-136. Retrived from (www. Advanced journals.com.

Naik sutradhar& aniket,(2015). Impact a study on the emotional maturity of b.ed student teachers.p.kof emotional maturity on personality of B.Ed. trainees: a study asian academic *research journal of social sciences&humanities*.2(1)

Owuamanam,(1983). Relationship between academic motivation and occupational aspiration of Nigerian adolescents. *Journal of Adolescents*, 18 (70): 441-447.

Premiji, (2004). Emotional maturity as a correlate of achievement motivation of higher secondary school students of Kerala M.Ed thesis N.S.S training college Ottappalam.

Panimalar Roja, (2013). A study on emotional maturity and self concept at higher secondary level. *Research in psychology and behavior science*.1.5(2013):81-23, Science and education publishing. *From scientific research to knowledge*.

Pradhan, (2002). Factors affecting occupational aspiration of college youths. *Journal of educational research and extension* 25: 38-48.

Prabahkar, & Parveen, (2013). Emotional maturity PG students to study impact of gender difference an emotional maturity of PG students, *Edutracks* 12(5).

Prakash,(1984).Factors Affecting Level Of Aspiration-*Fourth Survey of Education* . 1 (414-415).

Prabhakar (2012) emotional maturity of PG students. *Edutracks*.12(8).

Quadari & Jajesh, Shirsath,(2011). A study of mental health and emotional maturity among child labour students and other adolescence.

Quadri,(2010). *Educational Research And Extension*.46(2) Issn 0973-619.

Rashmi , Agarual & Indra Kala, (1996). Level of vocational aspiration of high school students. *The Educational review* 32:205-207.

Rajesh & Chandrasekaran,(2014). A Study on Level of Aspiration of High School Students .*Scholars Journal of Arts, Humanities and Social Sciences* I.2(4B),583-586.

Rao ,Baskara ,D & Rao, Hanumantha, K (2002). Educational Aspirations of secondary school students. *Eductracks* ,1 ,39 -40.

Rosa Preethi ,(2012). academic stress and emotional maturity among higher secondary school students of working and non working mothers. *International journal of basis and advance research*.3(3).

Surwde,&Bamsibihari,(2006). The effect of emotional maturity on teachers effectiveness. *Edutacks* 6(1)-37-38.

Shan HR,& Schrawat, (2003). Self-concept and level of aspiration among physically challenged students. *Insight Journal of applied Research in Education*, 9: 33-45.

Sharma,(2006). Fundamental Of Special Education-- Suya *Publication Meerat—Surya Publications*.

Shaheen, P., (2015). Emotional maturity as a predictor of job satisfaction among school teachers. *Asia Pacific Journal of Research*, 1(14) 66-77.

Sharma R.P .(1995). A study of occupational aspirations of school going youth of Madhyapradesh. *Journal of Educational research and extension* 31:131-136.

Sharma ,(2002).Research Methodology ,,*National Publishing House* ,New Delhi.

Subramanian.N.(2002). Occupation aspiration of XII standard students the education Review 38: 92-94.

Sathiya,(2013). a study of emotional maturity of prospective teachers of thesis home environment. A comparative study unpublished M.Ed thesis Tamilnadu *Teacher education university Chennai*.

Subbrayan,(2011). Emotional maturity of colleges students journal of *Education research and extension* , 46(2) ISSSN 0973-169.

Thilagavathy ,(2012). Achievement and emotional maturity of teachers trainees in Tanjur district. *Research and reflection education*.10(3).

Tanil Basiasi, (2007). Copying With Slow *Learner Pta Magazine*.11 (12-13).

Yeung AS, McInerney DM; ,(2005). Students' school motivation and aspiration over high school years. *Journal of Educational Psychology*; 25 (5): 537-554 12

APPENDICES

APPENDIX-A

Emotional Maturity Scale
(Sathiya and Deepa 2012)

Instruction

Certain Statements related to emotional Maturity are given below. Read carefully each statement and put a tick mark (✓) against Always/Sometime/Never. Attend all statements without any omission. Your responsibilities will be kept confidential and used for research purpose only.

SL.No	Statement	Always	Sometime	Never
Emotional Awareness				
1	I have Stress when things go wrong			
2	I set goals beyond my capability			
3	I face reality and take appropriate actions			
4	I listen to music to take away my emotional plan			
5	I am a serious minded person			
6	I am actively embracing healthy self care			
7	I have the capacity to relate to people in a consistent cooperative manner.			
Emotional Understanding				
8	My self esteem is based on my luck.			
9	I can handle my problems.			
10	I get frustrated whenever.			
11	I know how who to respond the challenge is my life .			
12	I expect approval from others to feel good about myself			
13	I know exactly how I feel when I am disturbed.			
14	I fully understand that I have no control over that people.			
15	When I fail exam I do blame others.			
16	I am able to identify my mistakes easily.			
17	I am disturbed easily for silly matters.			

SL.No	Statement	Always	Sometime	Never
Emotional Responsibility				
18	I fear others will think there's something wrong with me.			
19	I cope well with rejection, though I don't enjoy it.			
22	I rarely judge others quickly.			
23	When I am in conflict I keep quite.			
24	I have trouble speaking in public or to strangers I don't know.			
25	I tend to make snap decisions.			
26	Taking responsibility frightens me and so I avoid it.			
27	I am very confident in my abilities.			
28	I share my thoughts and feelings with my parents.			
29	I feel pleasure in reading books.			
30	I share my thoughts and feelings with my parents.			
31	I avoid jealousy with others.			
32	I am generally an anxious person.			
33	I able to communicate clearly and respect fully my needs and perspectives to others..			
34	I am able to control and direct my.			
35	Attention away from negative thoughts.			
36	I look for solutions rather than just worrying.			
37	I am committed to realizing my full potential.			
38	I am committed to realizing my full potential.			
Emotional Honesty				
39	I feel encouraged when I do my best to achieve the goal			
40	I make friends and familiarity easily			
41	I am true to myself and the needs of the situation. I am in most of the time.			

Sl.No	Statements	Always	Sometime	Never
42	I often blame my parents.			
43	I am sensitive to the tease of my pear group.			
44	I blame others for my own mistake.			
45	I am afraid that being honest will make my more difficult.			
46	I indulge in feelings of self-pity.			

APPENDIX -B**Level of Aspiration Scale****(Sreelatha 2014)****Instructions**

Certain statements related to Aspiration are given below. Read carefully each statement and put a tick mark (✓) against /sometime/Never Attend all statements without any omission. Your responses will be kept confidential and used for research purpose only.

Sl.No	Statement	Always	Sometime	Never
1	I am sure I am capable of achieving high targets.			
2	I aspire for a good job.			
3	I am not bothered about social prestige.			
4	I am not satisfied with my achievement.			
5	I am willing to work hard to achieve more.			
6	I prefer difficult jobs.			
7	I ant to be a social worker.			
8	Getting pass mark in the examination in my aim.			
9	I work hard for perfection.			
10	I want to be an effective teacher.			
11	I want to participate in community development activities.			
12	I always want to improve my educational qualifications.			
13	I often think that my aims are not realistic			
14	I like to get a prestigious job.			
15	I wish to work against the social evils,			
16	I have a strong need for achievement.			

Sl.No	Statement	Always	Sometime	Never
17	I am afraid of failures.			
18	I want to be known as a person of high caliber.			
19	I strive towards my target with comparative spirit.			
20	I hope for a bright future.			
21	I am always striving to be the first.			
22	Even the mirror failures affect me.			
23	I can reach the goal by overcoming obstacles.			
24	I always struggle to improve my present status.			

APPENDIX-C**Personal Information Schedule**

Dear students,

I am a Scholar of M.Phil, course. For my M.Phil., dissertation entitled A study on emotional maturity and level of aspiration of the provocative teachers. I need some particular about you the information given by you will be kept confidential and will be used only for the research purpose.

Thank you

Meltin.T

M.Phil Scholar

N.V.K.S.D College of education

Attoor

Name of student teacher :
 Gender : Male /Female
 Locality : Rural/Urban
 Community : FC/BC/SC/MBC
 Religion : Hindu/Christian
 Educational Qualification : Arts/Science

Major subject