



Construction and standardization of emotional maturity scale: Student teachers

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Abstract

This paper aims to present development and standardization of the emotional maturity scale for B.Ed. Teacher Trainees. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start advancing. Teachers should teach children to develop emotional maturity, but in order to do this they must have a similar characteristic in themselves. The steps followed for its construction and standardization are (i) Ensuring purpose and usefulness of items, (ii) Structuring the tool, (iii) Pilot study and item analysis, (iv) Validity, (v) Reliability, (vi) Final draft of the tool. The researcher developed the preliminary version of Scale (124 items) with simple, clear, and concise statements for better understanding both in Tamil and English versions. The validity for each item was tested. Thus the final Scale consists of 94 items. This scale was aimed at covering the knowledge and conceptions of B.Ed. teacher trainees about the emotional maturity. This tool will help to the Emotional Maturity of B.Ed. teacher trainees.

Keywords: emotional maturity- emotional health- B.Ed. teacher trainees

Introduction

Emotional maturity is the characteristic of passionate behaviour that is generally attained by an adult after the expiry of his youth stage. After attaining emotional maturity, he is able to prove a healthy- balanced emotional behaviour in his usual-everyday life. A student teacher may say to be emotionally matured if he/she possession almost all types of emotions-positive or negative and is in a position to express them at the appropriate time in an appropriate degree. The Emotional Maturity Scale (EMS) was constructed and standardized by the investigator and research supervisor. It is a self-report measure. The items of the test were largely constructed on the basis to analysis the various factors of emotional maturity were measured by 94 items. Each item in the test has five point scales (A, B, C, D and E). The student of the sample whose self-concept to be measured has to read the item carefully and score, A. Strongly Agree, B. Agree, C. Undecided, D. Disagree and E. Strongly Disagree.

Higher score of any factor suggests greater emotional maturity of concern trait; same as lower score on any dimension indicates poor emotional maturity of concern dimension of emotional maturity.

Preparation of preliminary draft

The investigator prepared the statement form of items. Utmost care was taken to prepare relevant items that deal with significant ideas of self-concept were used to find the level of emotional maturity of the selected sample. For the present study, this research tool was prepared and standardized by the investigator with the guidance of research supervisor. Due to the convenience of the students understanding the tool was prepared in English and Tamil.

Item analysis of the preliminary draft of emotional maturity

The effectiveness of a test can be increased by the selection of items of suitable difficulty value and discrimination index. Both were done with preliminary draft in Aided and Self-Finance institutions in Dindigul District with 60 B.Ed. trainees.

Administration of scale student teachers value pattern for try out

The number of items in the research tool draft was 124 number of items required in the final draft. The items with wider range of difficulty were constructed. The tool drafts were submitted to various experts having experience of research tool construction for frank opinion and criticism. All the opinions and suggestions were collected carefully and incorporated in the presentation of the test items for this study. Then the scale was administered to 94 item selected for the try out testing.

The preliminary draft was neatly typed and administered to the selected the B.Ed. trainees. After getting the prior permission the college of education, the test was conducted. The Students took around 1hour to complete the test. The answer scripts were collected and scored and arranged in the order from the highest to the lowest. 27% percent was selected from the lowest score. The middle score 46% percent was left aside. The numbers of correct responses in each item for both high scoring and low scoring groups were computed. Based on the 't' test for equality of means, 28 items were rejected and 94 items were retained.

Establishing Content Validity

Content validity is defined as the extent to which a set of

items is relevant and representative of the concerned domain content (1968). To establish content validity the tool was submitted to the guide selected experts. It was asked to check whether the meaning, language and expression of each item were clear and simple and appropriate to the right direction and to locate those items which were ambiguous, not clear and irrelevant. In accordance with their suggestions and opinions, the investigator deleted some items and modified a few. The finalised tool contains 94 items. Thus the content validity was established.

Establishing Reliability

The investigator used test-retest for establishing reliability of the student teachers emotional maturity scale. The investigator randomly selected 60 student teachers in different College of Education in Dindigul Educational District. The tool consisted of 94 items. The responses were collected and were scored by the investigator. After fifteen days the same tool was administered to the same

respondents. Their responses were scored. The correlation coefficient was obtained for the two sets of scores. It was computed to be 0.722. This reliability was found to be significant at 0.05% level of significance. So it was inferred on the basis of the reliability coefficient that the scale is reliable. Thus the reliability of the tool was established.

Scoring Procedure

The Emotional Maturity scale is consisted form of statements about Maturity of Emotional and it is in the form of rating scale. It is a five point rating scale; each statement in the scale has to be answered by encircling any one of the five alternatives given. The five alternatives are Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The scale consisted of 94 statements, maximum score is 470 and minimum score is 94 of concern dimension of emotional maturity. The difficulty value and discriminatory index of the items are included in the preliminary draft are presented in Table 1

Table 1: Distribution of the final items in Student Teachers

Sl. No.	Dimensions	Sl. No of Items
1.	Personal Maturity.	21,34,38,45,48,50,60,75.
2.	Social Maturity.	15,16,18,22,29,32,54,58,59,70,71,72,78,79,80.
3.	Responsibility.	20,46,68,73,74,77.
4.	Mental Health.	1,2,3,13,17,55,60,67.
5.	Decision Making.	47,66,76,83,84,88,89.
6.	Self-awareness.	19,31,36,52,53,82.
7.	Empathy.	6,12,40,62,63,64,65,69,87.
8.	Self-motivation.	4,9,28,33,35,86,90.
9.	Emotional Stability.	11,26,44,51,61,81,91,92,93,94.
10.	Managing Relations.	25,37,41,43.
11.	Integrity.	14,27,42.
12.	Self-development.	7,19,30.
13.	Value Orientation.	8,94.
14.	Commitment.	10,23.
15.	Altruistic Behaviour.	5,39,56,57.

Emotional maturity scale is a self-reporting Five Point Scale. Items of the scale are in question form demanding

information for each in any of the five options mentioned below:

Table 2

Scale/ Questionnaires	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5
Questionnaires	Sl. No of Items				Total Items
Positive	1 to 19, 22 to 42, 47 to 94.				88
Negative	20,21,43,44,45,46.				6
Total Items					94

Educational implications of the study

The findings of the study will be highlighting the emotional maturity among B.Ed. trainees. The study also reveal how emotional maturity among student teachers differ according to the variables such as gender, locality of the institutions, type of institutions, subject specialization, family status, marital status, parental educational qualification, parental occupation and parental annual income at student teachers. The findings of the study shows new light in the field of throws emotional maturity and social intelligence among B.Ed. trainees are in the light of the knowledge of teachers so as to makes towards new method of the of teaching to their younger generations in future. Scale can be used meaningfully by measuring with other innumerable personal

variables to help the student teachers to enhance their emotional maturity to the required level to perform their responsibility successfully.

Conclusions

This paper aims the main attempt to describe the construction and standardization of Emotional maturity scale - (Student Teachers). This study concludes that the scale is very appropriate to measure the emotional maturity of student teachers which includes 15 Dimensions. The process of reaching the goals in life may enable the B.Ed. trainees to practice a reasonable emotional maturity and become a successful and professional teachers.

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