



EMOTIONAL MATURITY DEVELOPMENT PROGRAMME AND ITS EFFECT ON STUDENT TEACHER'S FAMILY RELATIONSHIP

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Introduction

Family does not give only genetic protection but also nourishes children's individuality. Family is the only one instrument mean to nurture the virtues like love, mercy, selfishness, sacrifice & charity etc on the minds of children mother, father, brother; sister, uncle, aunt & cousins etc because of all these religious & lovable atmosphere develop children's mind & emotion properly family institution is a bare of humanity & all blossoms of human beings. Sacrifice serviceable attitude, attachment, devotion, liberal view, prudence & control act Along with these qualities children get education & growth in this institution so that community should take care of this institution by realizing our breath & should nurture with the help of education **parents** compassion is vary needful to the children because of them they can experience secure feelings. Appreciating our factious we should feel proud & express our satisfaction for them. It helps to develop infancy affection we should complete children's curiosity collective tendency, energy & self attitude etc by realizing them. Tell them how to behave with elders. To take emotional development as a centre in the process of personality development & to bring up discipline, nurture & value among them & also give them a chance to do action.

Other people of the community would also have effect on children's emotional development virtuous people have suitable effect & misdeeds should affect adversely on children's mind school atmosphere, teachers influence, their behavior & intelligence etc all these things motivate students for developing their emotion for this school projects & hobbies should be good so that it will help to accomplish student's emotional development in better way.

Emotional development does not give economic help to the family but it has importance in the development of individuals mind many times in a family members behave under the impression of mental stress but if the family relationship will be loveable, intimate & helpful, there will not arise mental stress because in the family they have faith & love on each other & it help to little the mental development. Mental development has importance in the process of personality development. From this research, we can see what is the influence of emotional maturity development programme of family relationship on student teacher's.

Review of Related literature

Research related to present study Jain Neera(1989), Sexena Vandana (1988), Shah Beena(1989), Bhatanagar I.(1984), Patil Pranita& Keskar Deepa (2006), Manoj Borate (2004) have done research related to family relationship. Following are general conclusion.

Conclusion

- 1) The interaction of family structure with parental behavior & that of sex with parental behavior were found significant.
- 2) No significant difference was observed between dimensions of self concept & family relationship.
- 3) Family climate was found to be effective in the case of urban boys in determining their level of home adjustment.
- 4) Religious, social & humanistic values were not found to be significantly related with the size of the family.

Statement of the Research Problem

A study of effectiveness of emotional maturity development programme on student teacher's family Relationship.

Objectives of present research

- 1) To develop emotional maturity programme for student teachers.
- 2) To determine effectiveness of emotional maturity development programme on student teacher's family Relationship.

Assumption

Family relationship contributes to the mental health status.

Research Hypothesis

Emotional maturity development programme improves family relationship of student teachers.

Null Hypothesis

There is no significant difference between mean scores of pre & post test on Student teachers family relationship.

Research method

In present research multimethod research is used.

Tool of data collection

For present research Shairi & Shinha's standardized test of family relationship is used.

Data analysis

Following statistical tools was used for information analysis

- 1) Mean
- 2) Standard deviation
- 3) 't' test

Sampling Method

A sample of 50 student teachers of second year belonging by SubhashAnna Kul Adhyapak Vidyalaya of Patas in Daund taluka was selected for the study. In that 25 girls & 25 boys were chosen by purposive sampling method.

Procedure

For present study took the test of family relationship of all student teachers. Then developed emotional maturity programme. Daily one activity as like 25 activities took in that pranayam, meditation, yoga, stress management modal & emotional treatment used took the essay writing, make a story habitual class work experience, complete the sentence. Narration of the experience causes of false interaction, brainstorming, drama, make and incident and do the discussion took these activity as like self introduction determination of goal, stress management, take the interview of successful person, reading autobiography take notes took these all activities. Lastly speech on ideal persons take interview tall courageous stories does the planning and presentation of programme, role plays etc. Took these activities then gave one day rest and took the post test and find out its effectiveness.

Analysis of Information

Objective

- 1) To develop emotional maturity programme for student teachers.

Table 1

SR NO	Criteria	Expert in Education	Expert in psychology	Expert in Social Science	Expert in Science faculty	Expert in medical faculty	counselor	Total
1	Experience	5 & more	15 to 21	30	30	14 to30	5 to 9	29
2	Informants	16	3	1	1	2	6	

Interpretation:

Product development method has used for the first objective & for emotional maturity development programme. By using 29 experts i.e. experienced instructors of education, instructors of psychology, instructors working in medical, counsellors & instructors of science & sociology, the rough programme plan has given preference & with the help of frequency classification the programme has given preference. In this way the blue print of programme is ready.

Objectives

- 2) To determine effectiveness of emotional maturity development programme on student teacher's family Relationship.

Mean, S.D. & t test of total score in pre & post test of family relationship

Table 2

Sr. no	Type of test	No of student teacher	Mean	S.D	Co-efficient co relation	Calculated 't' Value	D.F.	Significant Level	Table 't' value
1	Pre test	50	76.5	9.6	0.47	0.32	49	0.05	2.40
2	Post test	50	76.9	9.8					

Calculated 't' Value 0.32 is not significant at 0.05 level.

Interpretation:

Table 2 shows mean of total score in pre & post test of family relationship. Mean score of pre is 76.5 and post test is 76.9 checked the significant difference of mean at 0.05 level it reveals that calculated 't' value is less than table 't' value at 49 degree of freedom. Hence the null hypotheses are accepted.

There is a slight effect of emotional maturity developing programme on student teachers family relationship. There is no significant difference in a mean of pre & post test score. That means there is no significant effect of emotional maturity development programme.

Findings

- 1) There is no significant effect of emotional maturity development programme on student teacher's related to mother's accepted component in family relationship.
- 2) There is no significant effect of emotional maturity development programme on student teacher's related to father's accepted component in family relationship.
- 3) There is no significant effect of emotional maturity development programme on student teacher's related to mother's concentration component in family relationship.
- 4) There is significant effect of emotional maturity development programme on student teacher's related to father's concentration component in family relationship.

- 5) There is no significant effect of emotional maturity development programme on student teacher's related to mother's avoided component in family relationship.
- 6) There is no significant effect of emotional maturity development programme on student teacher's related to father's avoided component in family relationship.
- 7) There is no significant effect of emotional maturity development programme on student teacher's in family relationship. (Table 2)

Limitation:-

- 1) Included only one Adhyapak Vidhyalaya student teachers.
- 2) Time limitation for activities.

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