CHAPTER-5

FINDINGS AND DISCUSSION
5.0 INTRODUCTION

This chapter presents the findings of the study in terms of enhancement of emotional maturity of all the 18 sample student-teachers along with discussion.

5.1 FINDINGS AND DISCUSSION: CASE WISE

5.1.1 Mona:

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

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

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

Discussion:

There could have been more improvement on emotional maturity scale but her scores on IPNI indicate her lower influence receiving. She, being unreceptive to influence only received the feedback that she was sensitive about. Also, her ability to pick up verbal and non-verbal cues from others is less and she takes time to understand intentions of others and perceive the situation. She shows task-obsession that also includes defensive behavior of aggression in matters related to task. Moreover, she has high self-directedness which means she tends to exercise her own choices in most of the situations.
5.1.2 Vandana:

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

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

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

Discussion:

Reason for this improvement on her emotional maturity can be attributed to her openness to feedback as indicated by her score on personal effectiveness scale and tendency to receive influence as indicated by IPNI and high adaptability as scored by transactional style inventory. Reason for her lack of confidence was found to be her prolonged illness. But she still needed to be counseled for assertiveness and public speaking. This indicates that even if an individual is falling in extremely stable range, still there is a scope of improvement.

5.1.3 Jyoti:

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

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

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

**Discussion:**

Improvement in emotional maturity can be attributed to her high openness to feedback and self-directedness as indicated by her attributional profile. There could have been more improvement but her scores on IPNI indicate her lower influence receiving. Reason for her introspection can be attributed to her high self-directedness and determination.

### 5.1.4 Manish:

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

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

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

His pre-test score falls in extremely unstable category; reason for this can be attributed to death in his family and illness of other family member. His post-test scores fall in extremely stable category. Reason for this improvement in his scores of emotional maturity can be attributed to his high openness to feedback as indicated by personal effectiveness scale and high scores on influence receiving in IPNI. He was found to have fewer accomplishments, whereas, his strengths are more. This can be credited to average achievement drive and self-expectation. He was found to be balanced in regulating emotions, calm and composed which is visible in his post-test scores that fall in category of extremely stable.

5.1.5 Sanjay:

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

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

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

Because of his reception to influence, counseling proved to be helpful technique in his case. Though, intervention program helped him to improve on various competencies but still there is scope for improvement. As his ability to move ahead was found to be below average and he was observed to be a negative ruminator, it was difficult for him to work on improvement. Regular counseling sessions and discussion about his scores on various tools helped him in improving.

5.1.6 Sarita:

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

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

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

Discussion:

Her TAT results show that she is more concerned about her safety and security and also she was found to have extrinsic work motivation. The reason for extrinsic motivation can be attributed to high concern for own safety and security. There was slight improvement in her attitude about friends and other people and there was still enough scope for improvement. The reason for this can be attributed to her being unreceptive to influence.
5.1.7 Avneet:

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

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

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

Discussion:

Though, she was found receptive to influence but at the same time she had high rumination tendency and low tendency to flow and also less adaptability which can be the reasons for her less improvement. It was observed that most of her scores and activities were affected by her high tendency to ruminate. As she was found to be going through tough phase of life which was revealed by her during counseling sessions, which resulted in her extrinsic motivation for work for security reasons. It was found that there was still enough scope for improvement. More counseling sessions and more intervention was needed.
5.1.8 Sushma:

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

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

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

Discussion:

After intervention she moved from the range of extremely unstable to unstable which shows improvement in her results. As she was found to be interaction-shy and reserved on IPNI, she took long time to confide in investigator which kept her pace of improvement quite slow. Some more counseling sessions were needed to bring her to the range of stable.

5.1.9 Astha:

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

During intervention, she was found to have average score on flow and rumination which indicated need for improvement on regulating emotions. She was found to be task-obsessive in general and also for matters related to teaching. In
activity 1, she has revealed her attributes of impatience and nervousness which are the results of task-obsession. She was found to be giving equal importance to hardwork and luck from her score on LOCO inventory which was confirmed by her reflection in activity 20 in which they were asked to reflect on the factors which they feel are important for success and failure. It was inferred from her score on motivation profile that intrinsic factors are more important for her for work motivation. IPNI results revealed her to be democrat, interaction-avid, dependent in receiving control and unreceptive to influence. She was found to be supportive and less adaptive from her score on transactional inventory. Self-directedness and self-confidence were scored average in transactional inventory. Fatalism was slightly higher and pessimism was found to be above average.

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

Discussion:

Because of task-obsession she was found to be impatient and nervous in most situations and also she displayed average self-confidence despite good potential. Her main counseling sessions were conducted to work on this aspect.

5.1.10 Mridula:

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

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

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

Discussion:

Her scores on various dimensions were almost perfect as she was already falling in extremely stable range in pre-test. She mainly needed counseling about her perception of conservative dressing sense and to improve her reactive behavior. She improved on her perception of dressing sense and became more confident still there was scope to improve her reactive behavior. She was found to be supportive and resilient but with a feeling of detachment which was evident from her result in IPNI about being reserved in affection-giving. This is an indicator of her high emotional maturity.

5.1.11 Yogender:

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

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

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

Discussion:

He was found to have imperfect combination of flow and rumination which can be due to his task-obsessiveness and this was found to be affecting his various other dimensions. Regular counseling and his introspection helped him to improve his result but he was still observed to be aggressive and defensive in behavior. It was found that there was still scope for intervention.
5.1.12. Harmani:

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

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

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

Discussion:

She was found to be negative ruminator which was hampering her growth on other aspects. During interview she admitted that she spends lot of time in just thinking about past experiences. Regular discussion and counseling helped in improving her self-confidence and self-directedness to some extent. Her improvement on emotional maturity may be the result of her receptiveness to influence which was evident from her result on IPNI inventory. It was found that there was still scope for improvement on various dimensions.
5.1.13. Mansi:

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

She was found to be effective in general as well as a teacher which indicates high openness to feedback and high perceptiveness. She was found to have below average tendency to flow and above average tendency to ruminate; this was also confirmed by her high result on pessimism in ASUFA inventory. She was found to have high internality realistic dependence on others from LOCO inventory which was confirmed by her reflection on activity 20 regarding attribution of success and failure. She was found to be satisfied with her time management. From motivational profile it was inferred that she gives more importance to intrinsic factors for work motivation. She was found to have high self-directedness and high self-confidence from ASUFA inventory. She was found to be less reactive and highly adaptive from her scores on transactional inventory.

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

Discussion:

She was found to have above average tendency to ruminate but during interview and discussion she was found to be positive ruminator which means that most of the time she reflects on past experiences to learn from them and improve in future. This was a positive characteristic which shows that she does not waste time in chew over on past experience but learns from them. She was found to have other characteristics from all inventories which are needed for being emotionally mature. It was found that there was still scope for improvement on pessimism.
5.1.14. Ashok:

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

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

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

Discussion:

He was found to have moderately stable score on emotional immaturity scale. He was mainly needed to be counseled on external locus of control related to others and pessimism which was found to be resulting in his lower self-confidence and self-directedness. He was found to be improved on self-confidence in public speaking but still there was scope to improve on external locus of control (others) which was found to be firmly established as a mental block.
5.1.15 Rinku:

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

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

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

Discussion:

She was found to be emotionally mature in pre-test but during intervention she was found to be pessimistic and less creative. Also, she was found lazy in initiating the task. She was counseled about these aspects which helped her in improving her results during post-intervention.

5.1.16 Laxmi:

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

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

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

Discussion:

She was found to have very low self-worth and no faith in humanity. It was a challenge for the investigator to counsel her. She was not ready to disclose and discuss. With lot of effort, investigator could make her confide in. she was found to be improved on some dimensions but still needed counseling. This proved to be a limitation of the intervention program.

5.1.17 Kavita

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

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

Discussion:

She was found to be extremely unstable on emotional maturity scale. Reason for this can be attributed to task-obsession, negative rumination, pessimism and high internality. After counseling on all these dimensions her results improved to moderately stable range in post-test.

5.1.18 Balwinder

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

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

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

Discussion:

He was observed to have good subject knowledge and interest in subject related activities but he was unable to express and put forward his ideas and thoughts. The reason for this can be attributed to his lower self-confidence in general and as a teacher. Counseling sessions helped him to introspect and reflect on his knowledge and talent and so could enhance his self-confidence and self-directedness.
5.2 CONCLUDING REMARKS

It is evident from the study that the intervention program is useful for enhancing emotional maturity of student-teachers at all levels of emotional maturity, i.e., from extremely unstable through extremely stable. The entry status of all participants was different on emotional maturity scale. Emotional maturity of student-teachers was enhanced in terms of various competencies related to self and social management. It was observed that for self related competencies, activities involving introspection, reflection and counseling in particular dimension such as emotional self-awareness, self-confidence, self-directedness, personal effectiveness and personal attributes, proved to be quite useful. And, for social related competencies, activities involving public speaking, group-discussion, role-play and skits were quite useful.

All these participants have shown enhancement in emotional maturity depending on their development needs and other personality traits. From interpersonal need inventory, some students were found to be receptive to influence, some unreceptive to influence and some were found to be over-amenable. Similarly, on the dimension of being social, some were highly social and others were passively social. Differences were also found in their internal and external locus of control. It was seen that the participants who were found task-obsessive, were over-confident about their abilities and were unreceptive to influence from others. These participants were found more difficult to be counseled than other participants. A few participants were going through tough phases of life which was revealed by them during personal interviews.

All these personal and social factors, either contributed in enhancing their competencies, or hampered their development.