**Details of Module and its structure**

| Module Detail | |
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| **Subject Name** | **Education** |
| **Paper Name** | **Perspectives, Issues and Research in Teacher Education** |
| **Module Name/Title** | **Teacher Education on Emotional Maturity** |
| **Module Id** | **e-PGEDN 10.16** |
| **Pre-requisites** | ● Knowledge of emotional intelligence is a quotient of actual adjustment & expected adjustment.<br>● Knowledge of emotional skills demand self awareness & self management, as well as, social awareness & social management. |
| **Objectives** | After going through this module the learner will be able to:<br>● define and conceptualize emotional maturity.<br>● design construct of emotional maturity.<br>● standardize a tool for measuring emotional maturity. |
| **Keywords** | Self concept, objective thinking, equal treatment, emotional detachment, non- judgemental, self realization, actual adjustment, expected adjustment |

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## 1. Introduction

This module explores the literature of emotional maturity and emotional intelligence to establish the difference between these two constructs. Here is an attempt to conceptualize and define emotional maturity as a construct and further analyse the definition for designing a framework of dimensions and sub-dimensions of the construct. On the basis of this framework, items will be designed for the purpose of conducting pilot study, ultimately leading to standardizing an instrument. The module culminates with practical applications of understanding the theory of the concept especially in the field of education, as school education is believed to have ample potential to modify students behaviour and so life and career.

## 2. Emotional Maturity

Emotional maturity has interested researchers over the years; prominent examples of the psychologists who worked in this area in early 1900s are Freud, Jung, Kelly and Allport. While research efforts have made significant impact and progress among researchers and implementers in child psychology and developmental psychology, emotional maturity as a concept has failed to catch the public imagination. Other related concept, emotional intelligence has been a more recent stream of research. Emotional intelligence has been a more popular concept and has caught the public imagination. This has resulted in significant research, consulting work and corporate projects focusing on emotional intelligence. Emotional intelligence has been studied by many researchers and psychologists and is subject to a lot of contradiction specially regarding its conceptual framework. There are ample examples of research studies that question psychological construct of this concept. Many

studies emphasize that definition of emotional intelligence just covers all the personality traits and the concept of EI is poorly defined (Murphy, 2006; Langdon, 1999). Many people have questioned the use of the term 'intelligence' to denote the skill/mastery a person achieves in managing one's emotions and response tendencies (Eysenck, 2000).

Emotional maturity is a broader concept. Theorists have expressed interest in EM and have sought to define it; however, these definitions are insufficient and simply define components of EI. A by-product of the popularity of 'emotional intelligence' is that it is often used interchangeably with 'emotional maturity'. There seems to be a lack of clear demarcation between these two concepts. This reiterates a need to relook the concept of 'emotional maturity'. This would help in understanding the appropriateness of using these terms interchangeably, as well as the extent of appropriateness or inappropriateness in different contexts. The researchers working in the field of emotional maturity face this difficulty of overlapping of emotional maturity with emotional intelligence (Partridge, R.W., Hyatt, L., Hyatt, B. & Hyatt, J.C., Dutta, A.)

Maturity implies that the individual possesses a *unifying philosophy of life.* (Hall, Lindzey, Campbell, 2004, p-288), which indicates integrated personality and acceptance of self. This also emphasizes Roger's self-concept. Self-concept plays a vital role in emotionally mature behaviour.

Studying and understanding the concept and construct of emotional maturity in depth, leads to overlapping of fields of psychology and philosophy. It would not be an exaggeration to say that emotional maturity has its roots beyond the discipline of psychology as the philosophical concept of 'self' is central for emotionally mature behaviour. This is not surprising that description of this term is found in psychological, philosophical, spiritual as well as religious contexts.

## 3. Emotional Intelligence

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

- **Self-awareness cluster:** Emotional-awareness, accurate self-assessment and self-confidence.
- **Self-regulation cluster:** Self-control, Trustworthiness, conscientiousness, adaptability and innovation.
- **Self-management cluster:** Achievement drive, commitment, initiative and optimism
- **Social-awareness cluster:** Understanding others, developing others, service orientation and organisational awareness.
- **Social-management cluster:** Influence, communication, conflict management, leadership. Change catalyst, building bonds, collaboration and cooperation and team capabilities.

Above mentioned dimensions are highly inclusive and include almost all the soft-skills. Spector (2005) concluded in his paper that much work needs to be done to achieve consensus on viability of concept EI and the construct validity of EI measures. The controversial arguments placed not only in the measurement but in the nature of EI. Even though emotional measurement theory has been established for several decades (Hemmati, Mills et al. 2004), debates in the measurement of EI (Spector, 2005). Although researchers have developed a number of instruments for measuring EI, poor internal reliability and unstable factorial validity were found in many of them and distinction of well-established personality factors was not noticeable (Luebbers, Downey, et al. 2007) (as cited in Shih & Hsu). From the literature that has been reviewed here, it is evident that the concept of EI needs to be studied scientifically in order to prove its dimensions and instruments as reliable and valid.

### 4. Need of studying the concept of Emotional Maturity

In 1950, Franz Alexander mentioned in his article (emotional maturity) that the first requirement of industrial civilization is highly flexible and adaptable personality. Men living in period of rapid change must develop the faculty of rapid adjustment. They must therefore be more aware of themselves and their needs than was necessary for their predecessors. This need was well forecasted by the author long back. Modernization and technology have brought tremendous change in lifestyle, and so, in values and behaviour of people as individuals as well as, as groups. One cannot deny this transformation has increased the demand of behavioural counsellors, school psychologists, marriage counsellors and even

industrial counsellors. Though this needs to be empirically studied but ideally on face value this means that there lies a high negative correlation between modernization and appropriate human behaviour. In order to balance this equation, fraternity of psychologists and teachers needs to understand the concept of emotional maturity, so that they can help society to live in harmony with self, others, physical and natural environment.

It is pretty evident through literature that emotional maturity can be enhanced with appropriately designed, group-specific intervention programs, but the degree of enhancement will depend on various other aspects of personality and circumstances of various individuals (Dutta & Goel, 2009).

To enhance emotional maturity, one first needs to understand the present status of individual on various dimensions of this concept. For this purpose there is a need of well designed standardized tool which takes into consideration the present conditions of the society. Researchers experienced lack of contemporary tool for measuring emotional maturity and also a wide gap in literature related to the concept. This research study tries to develop clear concept and construct and standardize a tool for measuring emotional maturity. Intent of the module is to build a conceptual framework and construct of emotional maturity.

## 5. Research Methodology

This research study is conceptual as well as empirical in nature, employing survey method for data collection. The sample for the study will comprise of adult population. Appropriate sampling technique will be employed to select sample for the study. Pilot testing will be done for basic items prepared for the test based on conceptual framework of emotional maturity. This will help in further refining the instrument by conducting item-analysis and item-discrimination. Based on pilot testing, instrument will be refined and finally administered on the complete sample for the study. Norms will be established for the given population. Data collection will be done personally and not web-based, so that clear instructions can be given, and also it will fulfil the basic requirement of rapport-building with participants so that the main purpose of data collection is maintained.

As item-analysis and item-discrimination will be done accurately, this will indicate better reliability and validity of the instrument. Data analysis will be done to establish norms, reliability and validity of the instrument. Reliability will be established by using split-half method and Cronbach's alpha. Content validity and construct validity will be found using appropriate qualitative and statistical methods. Correlation and Regression analysis will be applied to understand the relationship and predictive ability of dependent and independent variables. Factor analysis will be applied for final screening and verification of variables. This part describes the first step towards developing a standardized tool for measuring this construct and emphasize on first two objectives. Conceptual framework will be designed on the basis of definition developed by researcher after deriving understanding of the concept from review of related literature during doctoral research work. Dutta & Goel, (2009) defined emotional maturity as:

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

According to the definition mentioned above, EM is acquired in various levels throughout the span of life *(here, hypothesis needs to be tested about Relationship of EM with age)*. It is actually manifested in the form of wisdom, which for operational purpose comprises:

| S.No. | Dimension | Sub-dimension |
|-------|-----------|---------------|
| 1 | Self-concept | Self-awareness, self-acceptance, perception |
| 2 | Objective Thinking | Logical reasoning, value orientation |
| 3 | Equal treatment to all | Displaying non-discriminatory behaviour with all human beings |
| 4 | Detached or Emotionally detached | Detachment from matter and not from spirit |
| 5 | Non-judgemental (for people and situation) | Empathy, making judgments about people and situations and showing that in behaviour |
| 6 | Ability to achieve self-realisation | Ability to realise all the innate potential as well as human values |

***Description of above mentioned concepts:***

***Self-concept***: it implies having clear concept about oneself. It is the way individuals see themselves. The concept of self has been widely studied by Roger, Freud, Kelly, Maslow and All port. Self concept is based on perception, self-awareness and self-acceptance. Clear self-concept right from childhood leads to healthy relationships throughout life and better career in adulthood. Self-concept is predominantly a function of perception. Franken (1994, as cited in Huitt, 2004) states that "there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior". Self-concept is not instinctive, but is a social product developed through experiences.

***Objective thinking***: This implies Analyzing situations from outside and getting to a rational solution which is good for everyone in general and ethical in nature. This requires significant logical analysis and value orientation. Objective thinking helps in keeping individuals away from guilt pangs in case of unfavourable consequences.

***Equal treatment to all***: Treating all the human beings equally irrespective of their caste, creed, gender, age, economic and social status. Non-discriminatory behaviour of an individual proves very helpful for better adjustment with self and others in present global scenario .This quality of an individual helps him or her in earning respect and cooperation from others in personal and professional circles.

***Detached or Emotionally detached***: Detachment as defined in Bhagwad Gita means detachment from matter and engagement of the mind in spirit. It does not mean non-attachment. There is a difference between attachment, detachment and non-attachment This concept has been emphasized in eastern as well as western philosophy. Shrimad Bhagwad Gita describes *'Karmyoga'* in great depth which ultimately talks about detachment from the consequences and attachment to the action. It very well describes that detachment does not mean asceticism; rather it is definitely possible even by very much being a part of materialistic world. Detachment for all of those engaged in family lives is only from the consequences and physical things and it is not from the action and spirit. The term can be both *'Detachment'* as well as *'Emotional Detachment'*, as detachment is a function of

emotions and it already involves emotions. Even only using the word 'Detachment' means 'emotional detachment'.

***Non-judgemental (for people and situations):*** Freud is known for psychoanalytic theory which states that three elements of personality, i.e., Id, Ego and Superego, are in continuous conflict with each other and ego that works on the principle of reality, keeps maintaining the balance between all three by logical analysis and socially desirable decisions, in a healthy human personality. The Indian philosophy also talks about continuous rational and emotional conflicts in human beings. These conflicts in simple terms can also be termed as intrapersonal conflicts and every human being is subject to them. It is desirable to resolve one's own conflicts than looking for shortcomings of others, which in terms of psychology is called problematic or pessimistic behaviour. Operationally, for the purpose of this study, non-judgemental behaviour is being defined as refraining from making moral and general judgements about others and situations keeping in mind one's own limitations.

Other purpose of including this dimension is being non-judgemental in general helps a person in cultivating personal and professional relationships and also eliminates unnecessary fears for moving ahead in life and career.

***Ability to achieve self-realization:*** Self-realization is more of a spiritual and philosophical connotation than a psychological one. It is more an eastern concept than western concept of self-actualization. Self-actualization means realizing all the innate potential to become, what one can become. Self-realization is little broader in scope than self-actualization.

All the above dimensions of emotional maturity that are explained above still need to be refined and discussed with experts in the field for further clarifications. Based on these dimensions and operational definitions, researchers intend to prepare items for pilot testing.

### 6. Practical applications of the concept of Emotional Maturity

The above-mentioned framework of emotional maturity is designed as per the needs of contemporary society and societal and individual issues. Indian society is going through a phase of transformation, which is evident in the behaviour of Indian adults as well as

youngsters. Any society during transformation faces confusions and questions which are to be handled by society and its individuals themselves. High level of maturity in behaviour is the only tool to handle day-to-day and long term, personal and professional issues successfully.

Indian mythology is evident of emotional crisis and indecisiveness of Arjuna, the lead warrior and the best student of Dronacharya, just before the great Mahabharata war. But, Sri Krishna was present there as an educator to enlighten his intellect with discourses of Bhagawat Gita and made him realize the dynamics of righteousness, action and truth of life. It is obvious for human beings to get trapped in emotional turmoil but if they are given proper guidance and direction, they are able to manifest their hidden abilities and skills.

Understanding this concept of emotional maturity in depth will be useful for designing intervention programs for preparing teachers so that they can impart better education through exhibiting emotional maturity which includes values in their own behaviour. Also, these dimensions can be helpful in designing value education programs for students to direct and guide them towards realizing their potential as an individual and as a human being. Ultimate goal of human existence is to live in harmony with self, others and nature. Identification with the self, interrelation, interdependence, resonance, rhythm, coexistence and completeness are some of the indicators of wholeness. Education must contribute to the realization of the whole through physical, cognitive, affective, spiritual and psychomotor development (Goel, C. & Goel, D.R., 2008). The process of education has a lot of potential; it just needs a small trigger in the right direction. Developing and conceptualizing theory of this concept will be helpful in imbibing values and just behaviour in teachers and students leading to interdependent and independent society.

Following section will relate the concept of Emotional Maturity to Teacher effectiveness and will focus on how it is manifested in teacher's behaviour as different personality traits and actions.

**Literature Review on Emotional Competencies as Correlates of Teacher's Effectiveness**

The literature studied for understanding emotional aspects directs to the concept of Emotional intelligence. Following studies were reviewed in order to understand the effect of various competencies on teaching performance:

**Kasinath, H.M. (2008) studied 'Motivational correlates of emotional intelligence of secondary teacher trainees.'** The study concluded that the process of enhancing emotional intelligence should be integrated with academics. Better emotional skills enhance personal effectiveness leading to healthier and stronger relationships.

**Suri, S. & Chandel, N.P.S. (2008) studied the effect of teaching practice program on non-verbal classroom communication behavior of pupil-teachers.** the study mainly concluded that the non-verbal classroom communication behavior of pupil-teachers has not been significantly improved by the teaching practice program.

**Oyesoji, (2007) studied effect of various factors including emotional intelligence on self-efficacy of teachers** including 170 males and 246 females. Emotional intelligence as a variable of influence had the most causal influence on teaching self-efficacy of the participants. The findings of the study established that EI could influence teaching self-efficacy of teachers who suffer from career frustration. The relationship between EI and self-efficacy could be a function of social skills, motivation, self-awareness and self-regulation that are embedded in EI. Above all, an emotionally intelligent teacher should be able to cope better with daily demands of the job. The findings reported in this study indicated that teaching profession could be made more satisfying if teachers are well motivated, have better self-efficacy and are emotionally intelligent.

**Morris-Rothschild, B.K. & Brassard, M.R. (2006), did a study on 'Teacher's conflict management styles: the role of attachment styles and classroom management efficacy.'** The study concluded that Constructive conflict management strategies are important in maintaining a positive classroom environment yet little is known about interpersonal or school variables associated with teachers' use of such strategies with students. Teachers high in self-reported classroom management efficacy and security of attachment (low on avoidance, anxiety) were predicted to endorse use of positive classroom management

strategies (e.g., integrating, compromising) more than insecure teachers and those low in scores. School and teacher demographic variables were included in a multivariate regression after preliminary analysis suggested that ignoring the multilevel structure of the data made little difference in results; school variances were small compared with teacher variances. Conflict Management Efficacy and years teaching had positive, significant effects on use of integrating and compromising strategies, while avoidance had negative effects on both and anxiety on integrating strategies. Implications for teacher development were discussed.

**Wells, K.H. (2004) (Alliant International University) studied Emotional intelligence as ability and its relationship with openness to difference.** The research hypotheses of this study posited a correlation between EI and openness to difference. The hypotheses were confirmed and an association was found between EI and openness to difference. The total score of the MSCEIT correlated positively and significantly with the scores on the Flexibility/Openness Scale.

**Rebecca, H., (2003) (Indiana University) studied Emotional intelligence and teaching success in higher education**. This study compared 86 Teaching award winners to a random sample of 200 non-award winning faculty members at one institution. The data included self-reports on both the Seven Principles, and EQ. The three statistical procedures of MANOVA, discriminant analysis, and multiple regression were selected for this study based on the focus of the research objectives. Based on the results of the study, a significant link was found between specific EQ competencies, and behaviors of effective teaching.. Based on these findings, one could conclude that it is not only the actions/ behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the EQ sub-score of General Mood was a significant determinant of Teaching Award winning faculty.

**Brookhart, & Freeman (1992) conducted a study on 'Characteristics of entering teacher candidates.'** The study considered following research questions: (i) who are entering teachers?, (ii) how do they learn to teach?, (iii) what studies and experiences teacher education should present to them?, (iv) how to improve teacher preparation program?. The Four categories of variables were identified for the study: (a) Demographic and background

variables (age, gender, experience, etc), (b) Reasons for choosing teaching and career plans and expectations, (c) Confidence, self-assurance, or optimism about teaching, and (d) Perceptions of the roles and responsibilities of a teacher, orientation to teaching or beliefs about teaching. Methodology of survey was employed for the study. The study majorly concluded that: (1) Many teacher candidates are not sure whether they will continue teaching after the course, (2) The male candidates had higher self-confidence at entry level but female candidates gained confidence during the training period, (3) They had unrealistic optimism about getting the job after training, (4) Entering teachers believed that young children do not understand much and cannot handle complicated ideas, and (5) Entering teachers view the nurturing and interpersonal aspects of teacher's role as more important than academic aspects and they view teaching as dispensing information.

**Mohanty, A. (1990) did a critical analysis of the reactions of pupils-teachers towards the teaching profession.** The major finding related to present study was: teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction.

**Choudhury, N.R. (1990) studied personality of the teacher and classroom discipline.** The main objectives of the study were: (i) to find out the effective personality factors of teachers for maintaining classroom discipline, (ii) to find out the correlation between personality factors of teachers and classroom discipline, and (iii) to compare the two groups of teachers, effective and non-effective, for maintaining classroom discipline. The major findings of the study were: (a) the teachers who scored high on the basis of the assessment on the Teacher's personality rating scale were found effective in maintaining classroom discipline, whereas the low scorers were found ineffective, and (b) a significant correlation was found between the personality factors of teachers and classroom discipline.

**Awasthi, N. (1989) studied personality profile of popular and unpopular teachers and their relationship with teaching proficiency.** The popularity of teachers is related to their prescribed traits—they were reserved, which indicates the qualities of detachment and coolness; assertive; conscientiousness; slightly tough-minded; slightly experimenting and self-sufficient.

**Mishra, U.S. (1989) studied conceptual difference amongst students regarding an ideal teacher at two levels of education- junior high school and intermediate.** The major findings of the study were: the traits considered most important and rated in the top positions were adequate and up-to-date knowledge, deep interest in the teaching subject, understanding of student's difficulties, impartiality in behavior, politeness, punctuality and encouragement to active student participation.

**Mittal, J.P. (1989) did an exploratory study of teacher's motivation to work and its relationship with the organizational climate of the school.** The major findings of the study were: (i) teachers working in private schools were significantly more motivated to work then their counterparts working in government managed schools, (ii) teachers who perceived less disengagement, less alienation, less psychophysical hindrance, more humanized thrust dimensions of the school organizational climate, were found to be more work motivated.

**Rastogi, A. (1989) studied the importance of verbal interaction analysis.** The major finding was that teachers were found more authoritative and did not encourage students to participate in teaching-learning process.

**Blasé, J.J. (1986) conducted A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance.** This article presents data drawn from a qualitative study of teachers' perceptions of work stress. Linkages between teacher stress and teacher performance are firmly established. The study data are discussed in terms of the Performance Adaptation Syndrome (PAS), a term developed from the data to describe the deleterious effects of prolonged work stress on the instructional ability of teachers.

**Morgan, S.R. (1984) studied "An illustrative case of high empathy teachers".** This study describes personality traits of teachers rated as highly empathic in a study of 24 teachers of emotionally disturbed children. Results suggested that teachers rated high in empathy also rated high on teaching performance.

**Veenman, S. (1984) conducted a study on 'Perceived problems of beginning teachers'.** The study considered eight problems perceived most often by beginning teachers as: (i) classroom discipline, (ii) motivating students, (iii) dealing with individual differences, (iv) assessing student's work, (v) relationship with parents, (vi) organization of classroom, (vii) insufficient or inadequate teaching materials and supplies, (viii) dealing with individual problems of students.

**Roherkemper, M.M. (1984) studied 'The influence of teacher socialization style on students social cognition and reported interpersonal classroom behavior'.** This study reflects on the socializing role of the classroom teacher and student's social perceptions in the classroom- of their teacher, their classmates and themselves- and their subsequent interpersonal behavior. In this study teacher socialization style was found to be very powerful factor. It was found to be related to prediction and interpretation of teacher's behavior. Teacher can influence student's social cognition and interpersonal behavior through their socialization style. Negative socialization style of teacher leads to underachievement of their students.

**Khanna, P. (1985) conducted A study of personality patterns of successful (effective) high school teachers of Aligarh district.** The main objectives of the study were: (i) to identify the successful (effective) teachers, (ii) to find out the personality patterns of the successful (effective) teachers of high school. The tools used were: R.C. Deva's teacher rating scale, the student's perception of their teacher scale by Sorenson and the 16 PF test by Cattell. The major findings of the study were: (a) the successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead a person to a kind of maladjustment, (b) high school students were quite sensitive and receptive to the prominent traits of their teachers, (c) there was a definite impact of teacher's personality on their student's perception, (d) there was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students, (e) successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard. Important suggestions from the study were: (1) in the selection for high school teachers care should be taken to study their personality with appropriate personality tests, and (2) the successful

teachers in the different faculties like arts and science possess relatively different personality traits. This fact should be kept in mind while recruiting teachers for different faculties.

**Shukla, P.C. (1984) conducted a comparative study of personality characteristics of innovative and non-innovative teachers and their pupil's creativity.** The objectives of the study were: (i) to identify innovative and non-innovative teachers from some selected primary schools, (ii) to assess the personality characteristics of innovative and non-innovative teachers, (iii) to find out the differences and similarities between the personality make-up of innovative and non-innovative teachers (male and female), (iv) to find out the differences in innovativeness due to age, remuneration, experience and rural-urban belongingness, (v) to find out the differences in creativity of pupils taught by innovative teacher and pupils taught by non-innovative teachers. The findings were: (a) urban teachers (male and female) were more innovative then rural teachers, (b) sex differences were not observed to be significant causative factors as regards innovativeness of teachers, (c) teachers having less teaching experience were found to be more innovative, (d) partial relationship was discerned between the age and innovativeness of the teacher, (e) a not very clear relationship was observed in innovativeness of different salary groups of teachers. (f) non-innovative teachers were found to be reserved, detached, critical, cool less intelligent, dull tending towards trauma and tension, frustrated, excitable and restless. Innovative teachers were found to be emotionally stable, calm and mature, assertive, independent, self-assured, happy-go-lucky, impulsive, lively, enthusiastic, more venturesome, socially bold, spontaneous, trusting, imaginative, shrewd, placid, experimenting, analytical, free-thinking, inclined towards relaxation and exposure, and (g) the pupils of innovative teachers were found to be higher on creative thinking score then the pupils of non-innovative teachers.

**Wangoo, M.L. (1984) studied teacher personality correlates and scholastic competence as related to teacher effectiveness.** The major finding of the study was: personality adjustment, democratic leadership, a high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness.

**Thakur, T. (1976) conducted a study based on the opinion of senior pupils 'who is a good teacher?'** The main purpose of study was to analyze the characteristic of a good

teacher as perceived by pupils. The sample included 400 senior students. Most of the pupils were from economically deprived homes. An unstructured opinionnaire was used. No teacher was present during investigation. The major findings were: (1) the outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. A teacher who did not let down pupils was loved by all, (2) the negative traits were partiality, favoritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit, and (3) some differences were noticed with regard to the responses received from boys and girls.

## 7. Implications for Pre-service and in-service Teacher Education Programs

Above-mentioned studies exhibit the role of emotions in teachers performance and behaviour. Also, it is evident that there is a need of intervention programs to enhance emotional maturity of student-teachers as well as in-service teachers. A person is called emotionally mature if he or she has a unifying and integrated philosophy of life. All human beings are at different levels of emotional maturity ranging from the lowest to the highest. Emotional maturity is achieved in various increasing levels depending on experience and exposure.

Prerequisite for any development is the realisation of need of improvement. Following implications emerged out of findings of the study by Dutta & Goel.

- Teachers must develop positive attitude towards their profession. Only that can make any further step of development useful for them
- Students get influenced by teachers personality quite often. Teachers should have the willingness to develop their emotional skills which can make them a successful and effective teacher.
- It is a need of the hour that teachers must have ability to understand and empathize with students' along with teaching skills and content knowledge.
- Teachers must have the ability to identify the skills and abilities of students and nurture them appropriately.
- Teachers must have the ability to recognize the change in behavior and performance of students to help them timely.

- Teaching effectiveness depend on the proper amalgamation of discipline and freedom. Only strict discipline or complete freedom, both are dangerous. Teacher must be aware of the correct proportion.

- As problems of students are increasing because of social transformation and exposure to unnecessary knowledge, teacher must have good counseling skills to handle their problems.

- Teachers must realize that their emotional insensitivity can cost a lot. It can affect students psychological well-being or even life.

- Teachers must try to inculcate better emotional skills in their students by behaving with students in emotionally mature manner.

- Teacher must try to inspire students instead of instructing them. Inspiration works lifelong whereas instruction is forgotten after examination. Service orientation is very significant factor.

- Teachers should try introspection as a method of self-development and also developing themselves professionally.

- Verbal and non-verbal, both the modes of communication are an important part of successful teaching. Teachers should try to improve upon these. Better communication can help them in most effective manner.

- Teachers have the responsibility of motivating large number of students therefore, they should be self-motivated. Self-motivated person is an optimist, committed and can take initiative. It is a key to perseverance.

- Teachers must have the concern for the society at large. They must realize their responsibility of shaping up so many lives.

Children at early age learn from imitation and observation. During the years of Primary education, they need direction and in adolescence they need support. If their needs are fulfilled age appropriate, they will develop into a human being who can give direction and purpose to their lives and there are better chances of living happy personal and professional lives.