

The Role Of Neurocognitive Intervention Strategies In Enhancing Emotional Maturity Among Diet Students

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Abstract

In preparation of future teacher with emotionally matured is considered as more important than other academic and competency related performance because of the emotional maturity has considered as an important one for teachers who wants to go to handle the primary children in the school. Generally, primary school children have different activities has to be done. According to their own creativity and imagination because they does not know anything in concrete manner in the age of early child hood. Improvement of emotional maturity is more important for primary teacher because they are going to handle the primary children with different dimension. During the period they must have emotional maturity to handy the students with peaceful manner and motivate the children to do better in their selective concept in the classroom. The present investigation may strongly concluded that the developed neurocognitive intervention strategies acting as a facilitator to enhance emotional maturity among the students teachers to solve the any kind of problems both themselves and students. The present research may found fruitful findings which is indicates the real effect of neurocognitive intervention strategies can effectively involve for developing emotional maturity among teacher trainees. So for, it may be recommended for future teacher trainees to accumulate themselves on neurocognitive intervention strategies to develop the emotional maturity during the training period of institution which will help them to become a full pledged teacher and good personality of teacher in their future classroom.

INTRODUCTION

In preparation of future teacher with emotionally matured is considered as more important than other academic and competency related performance because of the emotional maturity has considered as an important one for teachers who wants to go to handle the primary children in the school. Generally, primary school children have different activities has to be done. According to their own creativity and imagination because they do not know anything in a concrete manner in the age of early childhood. Improvement of emotional maturity is more important for primary teacher because they are going to handle the primary children with different dimension. During the period they must have the emotional maturity to handy the students with a peaceful manner and motivate the children to do better in their selective concept in the classroom. Without the emotional maturity

of the teacher, it will create some problems among students academic and apart from the personal development of the students with respect to personality and socially accepted behavior, etc. Neurocognitive intervention strategies one among the best strategy for promoting Emotional Maturity among the individuals with cognitive aspects because Emotional Maturity closely associated with cognition activities in the brain and other neurological function happened during the period of problems occurred in any individuals. So it must be linked with neurological functions in the brain of individuals so it can be developed through the neurocognitive intervention strategies alone is possible to develop the Emotional Maturity among the teacher trainees. The student-teacher should have practiced the neurocognitive intervention strategies during their emotional problems and develop Emotional Maturity to overcome the emotional problem of them.

NEED FOR THE STUDY

Teachers are considered as the main pillar and custodians of the present as well as future student's generation. They are the moderators through which the knowledge and information are transferred to the students who represent the foundation of the society. In recent years, the concept of the Emotional Maturity among teachers is given considerable attention in the educational institutions due to its growing significance. Besides the subject knowledge and competency to develop the learning skills a teacher's Emotional Maturity may potentially strengthen a student's overall development by channelizing his or her hidden talents in the classroom and outside the classroom. It is evident that regulating and controlling emotions are a key component of teachers' beliefs and a major determinant in the way teachers teach. A sense of personal and professional, intellectual, social and emotional identity is at the core of being an effective and efficient teacher. Therefore this neurocognitive intervention strategy is really required and necessary to make the teachers performance effective and operative in Emotional Maturity.

OBJECTIVES OF THE STUDY

1. To identify the prevailing level of utilization of Neurocognitive Intervention Strategies in enhancing Emotional Maturity among students
2. To assess the level of Emotional Maturity among students
3. To develop and implement the neurocognitive intervention strategies to enhance Emotional Maturity through neurocognition

SAMPLE

The present investigation was conducted in the District Institute of Education and Training at Dindigul District. 20 student teachers formed the sample which is considered as an experimental group for the study.

RESEARCH METHOD

This study Experimental method in single group pre-test, treatment, progressive-test, and post-test treatment was adopted.

HYPOTHESIS

1. There is a significant difference between pre and post-assessment of Emotional Maturity among DIET students

	Mean	SD	t	Level of Significance
Pre Assessment	109.40	21.86	51.27	S
Post Assessment	140.50	21.73		

The calculated 't' value between the pre-assessment and post-assessment score is (51.27) while is greater than the theoretical value of (1.96). It is inferred the post-assessment mean score is significantly greater than the pre-assessment score.

2. There is a significant difference between pre and post-assessment of Neurocognitive intervention strategies among DIET students

	Mean	SD	t	Level of Significance
Pre Assessment	91.75	18.22	55.65	S
Post Assessment	123.05	18.67		

The calculated 't' value between the pre-assessment and post-assessment score is (55.65) while is greater than the theoretical value of (1.96). It is inferred the post-assessment mean score is significantly greater than the pre-assessment score.

RESEARCH IMPLICATIONS OF THE STUDY

The present study indicates that emotional maturity to be enhanced by administering neurocognitive intervention strategies. The stakeholder of present context will concentrate on neurocognitive intervention strategies to permit the student teachers to enhance the emotional maturity among themselves with cognitively oriented practices. The student-teachers realize their level of emotional maturity during their training period which is permitted to them to undergo the neurocognitive intervention strategies practices to promote the emotional maturity among themselves. The present investigation the researcher has found some fruitful findings which is converted into educational implications which is one among the major contribution for developing the emotional maturity among the student teachers because it is a greater self-oriented practice without joining any other personalities hence it is considered as a more suitable for students teachers to enrich their cognitive process which is helping to develop their emotional maturity.. At

present, the teacher wants to have a high level of emotional maturity to deal with the present students because students are at present having many problems which are brought to them to the hands of the teacher. Hence, the teacher can able to solve all the problems with using his/her emotional maturity in the school settings.

CONCLUSION

According to that concept the emotional maturity has considered as a backbone of the teacher to solve any kind of problems which is brought by the students at the time of coming for counseling and getting solutions to solve the problems. The present investigation may strongly conclude that the developed neurocognitive intervention strategies acting as a facilitator to enhance emotional maturity among the student's teachers to solve any kind of problems both themselves and students. The present research may found fruitful findings which indicate the real effect of neurocognitive intervention strategies can effectively involve for developing emotional maturity among teacher trainees. So for, it may be recommended for future teacher trainees to accumulate themselves on neurocognitive intervention strategies to develop the emotional maturity during the training period of an institution which will help them to become a full-fledged teacher and good personality of the teacher in their future classroom.

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