

Neurocognitive Intervention Strategies And Emotional Maturity Among Diet Students

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ABSTRACT

This paper mainly aimed at neurocognitive intervention strategies and emotional maturity among diet students. This paper lay stress on the neurocognitive strategies by assessing the Maturity in Emotions of DIET students. Neurocognitive approaches are inevitable for the learners of this Millennium. The study would make the students be able to manage any new and critical situation. They have to streamline their mind and thinking for this purpose. Hence it becomes a principal task of a student teacher to acquire sufficient knowledge in this area and thereby they can develop the skill of emotional management among their students. It would turn their student to improve their thoughts and pursue their deeds according with the thinking. The knowledge acquired in Neurocognitive is inclusive of all the expected details regarding the planned activity prescribed for prospective teachers. The development of Emotional skills and Emotional Stability among the trainees must have reflections in all spheres of personality such as classroom presentation, their speech and conversation involving games and their daily routines. An Emotionally balanced teacher trainee supposed to create similar kind of learners. This transition helps the teachers to have a command over the class and its process beyond all predicaments when the DIET trainees are equipped in such a way, they can win over any challenging contexts. This study was a experimental research type taking 52 trainees from DIET in the District of Dindigul. The researcher has devised and standardized the strategies of neurocognitive Interventions and a scale to evaluate Emotional Maturity under the supervision of the research supervisor. The researcher also prepared personal Data sheets. The statistical means like Mean, Standard Deviation, 't' test and Correlation were used for interpreting the data

Key Terms: Emotional Maturity and Neurocognitive Intervention Strategies

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INTRODUCTION

Every teacher has to cope with students' emotional and behavioral disorders. In fact, about two thirds of the childhood disturbances are related to specific external and internal factors and are likely to show their effect on teaching and learning process. The student teacher should understand the general characteristics of their students, as they become the driving factors for effective teaching. In fact, the subject matter to be taught and the methods of

teaching and other instructional programs are conditioned by these general characteristics common in different periods of child's growth and development. Student teachers from teacher education institutes are appearing to behave with more responsibility, but some often 'slip' from the situations. This is the age of aggressiveness and hostility. Emotionally, they also develop their own conflicts and interests. Important sources of their own conflicts and anxieties come from their parents,

teacher educators and more particularly their peer group, failure to fulfil their expected roles in college activities, lack of co-curricular activities to exhibit their skills and competencies and their aggression against the authority of parents and peers (Krishnamacharyulu, 2006).

SIGNIFICANCE OF THE STUDY

The emotions are much controlled when they are handling the students in the classroom. But, if they are in the classroom they have to suffer so many stresses, anger in doing their regular classroom work. So, they must develop emotional maturity so as to adjust with the students in the classroom. If they possess emotional maturity, they can enhance the society to be emotionally matured. Nowadays, the students possess more emotions such as fear, anger, love and guilty consciousness. They are not in a good mental health. In considering the above fact the class teacher can develop the emotional maturity among the students to control their emotional feelings in the classrooms. Students who possess good mental health will have very high emotional maturity. So, the teachers who are the role model of the students should develop emotional maturity among the students. This will help the students to adjust with the peer group, family, relations and to the society. This will enhance a good society in the future. Emotional maturity is a wide area, but the teacher educators' concentrate a few dimensions in it and this will help the students to adjust with the society. The entire teacher educator should develop emotional maturity so as to handle the institution. Since the institutions possess the students of adolescent stage, they might undergo some mischievous things. The teacher education system should adjust with the students and maintain a good relationship with both students and teachers. These are the valid points, considered as a scope for the present investigation to make an attempt for the investigator to identify the effect of neurocognitive intervention strategies to enhance emotional maturity among DIET students.

REVIEW OF RELATED STUDIES

Sasikumar (2016) conducted a research study on Effect of neurocognitive intervention strategies in enhancing teaching competency among B.Ed Students. This study reviewed the effect of neurocognitive intervention strategies in enhancing teaching competency of B.Ed Students. The skillful teachers can organize their knowledge to practice and to reorganize (B.Ed. course) programme.

Teacher education continues to evolve such qualities in the future teachers. It aims to promote the capacity of the teachers to handle with a variety of individual differences. Teachers' can extend the duration of effective learning by qualifying students with a variety of approaches and elements for learning. Effective teaching relies on the creation of novel techniques and methods of teaching. Neuro educationists make maps of between the body and the mind. They give feasible utility of face to face and experimental learning. This research study was undertaken to promote the important teaching competencies through neurocognitive intervention strategies.

Cyril and Raj (2018) undertook a research on emotional maturity and teachers belongs high schools. The research lays stress on pedagogical and skill process by assessing the emotional maturity and metacognition teachers belonging high schools. It would qualify the teachers to a state of skillful management of all critical situations. Therefore, the paramount accountability of the teacher becomes instilling knowledge and thought development among the students there by their manners would be refined. The knowledge in the area of metacognition would include all sorts of knowledge of a planned work which has to be done by the teacher. In all activities of a teacher, there must be a reflection of emotional maturity. A teacher with well developed emotional stability can execute all kinds of classroom tasks successfully and tackle all critical and challenging situations. He / She can develop such skill among the students also. The research went as a method taking random sampling of 800 high school teachers of Dindigul and Madurai Districts. The researcher has evolved a metacognition scale and validated them by themselves. The details of the researchers were prepared in a data sheet. The statistical methods like percentage analysis, mean, standard deviation and 't' test with correlation were done for the interpretation of data. They received a significant relation between the emotional maturity and metacognition of teachers belongs to high schools.

OBJECTIVES

1. To find out whether there would be significant difference in the mean scores pre and post assessment among the DIET trainees with regard to neurocognitive interventions.

2. To derive a finding that there would be any significant means difference in the mean scores of pre and post assessments among DIET trainees in terms of emotional maturity.
3. To get a finding that there would any significant difference between pre-progressive and post assessment scores on neurocognitive intervention strategies and emotional maturity.

HYPOTHESES

H₀₁: There would be a significant difference in the mean scores of pre and post assessments on intervention strategies of neurocognition among the trainees of DIET.

H₀₂: There would be a significant difference in the mean scores of pre and post assessments on the emotional maturity among trainees of DIET.

H₀₃: There would be a significant correlation between pre-progressive and post test scores on the intervention strategies on neurocognition and emotional maturity.

DELIMITATION OF THE STUDY

1. This research is delimited to the trainees of DIET, Dindigul
2. This research is concentrating only on promoting emotional maturity among the trainees of DIET.
3. This research is bound to the intervention strategies on neurocognition designed by the researcher.

RESEARCH METHOD

The investigator has undertaken experimental design to carry out this research to assess the impact of Neurocognitive Intervention Strategies and Emotional Maturity among the trainees DIET .

POPULATION AND SAMPLE

The DIET trainees of Oddanchatram, Dindigul District were taken as the population for this research study. The researcher adopted purposive sampling procedure. 52 DIET trainees comprised the sample for this experimental design of study.

TOOLS USED

Construction of Emotional Maturity Scale

The investigator decided to construct a tool for the assessment of the emotional maturity which is needed for identifying the level of emotional maturity among the teacher trainees before conducting the experimentation. The emotional maturity tool consists of the following dimensions such as Emotional Self-Awareness, Emotional Stability, Emotional Adjustment, Emotional Progression and Personality Integration.

Validity of the Emotional Maturity Scale

The researcher established face validity for developed tool. In order to establish the validity, the items were checked by the experts in relation to its objectivity and proper contents were included in the tool. Based on the suggestions given by the experts, some items were modified and then the final tool was prepared with 38 items.

Reliability of the Emotional Maturity Scale

There are several methods to estimate the reliability of a tool. In the present study, Chronbach's Alpha (Chronbach, 1984) method is employed to establish the reliability of the scale of assessment of emotional maturity tool. The reliability value of Emotional Maturity scale was found 0.80. It is understood that tool was more reliable one.

Construction of Neurocognitive Intervention Strategies Scale

The researcher decided to construct a scale for intervention strategies on neurocognition to identify the requirements of the trainees. After generating 50 items, the items were categorized as fitting to five dimensions. The dimensions of emotional maturity are familiar to the respondents. The tool consists of the following dimensions of the emotional maturity such as Conceptual Retrieval, Cognitive Schema, Mind Mapping, Perceptive Patterns and Pre Imaging.

Validity of the Neurocognitive Intervention Strategies Scale

The researcher established content validity for the developed tools. In order to establish the validity, the items were checked by the experts in relation to its objectivity and proper content were included in the tool. Based on the suggestions given by the experts, some items were modified and then the final tool was prepared with 30 items.

Reliability of the Neurocognitive Intervention Strategies Scale

There are several methods to estimate the reliability of a tool. In the present study, Chronbach's Alpha (Chronbach, 1984) method is employed to establish the reliability of the scale of assessment of emotional maturity tool. The reliability value of neurocognitive intervention strategies scale was found 0.82. It is understood that tool was more reliable one.

STATISTICS PROCEDURES

In this study, the following statistical calculations were adopted

- 1. Percentage analysis
- 2. Mean
- 3. Standard Deviation

- 4. 't'-test
 - 5. Correlation
- DATA ANALYSIS**

Table 1

't' values between Pre and post Assessment on Neurocognitive Intervention Strategies

Sl. No.	Neurocognitive Intervention Strategies	Mean	SD	'r'	t test
1.	Pre Assessment	92.84	11.49		
2.	Post Assessment	114.56	4.36	0.90	20.11**

**Significant at 0.01 level

Table - 2

't' values between Pre and Post Assessment on Emotional Maturity

Sl. No.	Emotional Maturity	Mean	SD	'r'	t test
1.	Pre Assessment	109.94	15.20		
2.	Post Assessment	142.17	5.70	0.92	23.38**

**Significant at 0.01 level

Table - 3

Correlation between Emotional Maturity and Neurocognitive Intervention Strategies

		Correlation Matrix					
		EM PRE	EM PROG	EM POST	NCIS PRE	NCIS PROG	NCIS POST
EM PRE	Pearson Correlation	1	.995**	.992**	.844**	.857**	.826**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	20	20	20	20	20	20
EM PROG	Pearson Correlation	.995**	1	.998**	.822**	.837**	.802**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	20	20	20	20	20	20
EM POST	Pearson Correlation	.992**	.998**	1	.810**	.825**	.790**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	20	20	20	20	20	20
NCIS PRE	Pearson Correlation	.844**	.822**	.810**	1	.999**	.991**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	20	20	20	20	20	20
NCIS PROG	Pearson Correlation	.857**	.837**	.825**	.999**	1	.987**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	20	20	20	20	20	20
NCIS POST	Pearson Correlation	.826**	.802**	.790**	.991**	.987**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	20	20	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

RESEARCH OUTCOMES AND INTERPRETATIONS

- ❖ The 'r' value (0.90) between pre and post assessment scores of the intervention strategies on neurocognition has been received from the table-1. It is very well understood that a high level of desirable correlation between the two assessments. The calculated 't' value (20.11) acquired from the comparison of the assessments of pre and post stages pertaining to strategies on neurocognition is greater than the theoretical value of (2.402). It is realized that there is a difference at significant level between mean scores of pre and post assessments.
- ❖ The table 2 reveals that the 'r' value (0.92) between pre and post assessment score of "emotional maturity". It clearly indicates that there is a high level of desirable correlation between pre and post assessments. The calculated 't' value (23.38) between the pre and post assessment score of "emotional maturity" is greater than the theoretical value of (2.402). It is inferred that there is a difference at significant level between pre and post assessment mean scores.
- ❖ From the table 3, it is conveyed that there is a correlation at significant level (0.84) between pre assessment scores of intervention strategies on neurocognition and emotional maturity. There is a significance correlation 0.83 between progressive assessment scores of neurocognitive intervention strategies and emotional maturity. There is a significant correlation 0.98 between post assessment scores of neurocognitive intervention strategies and emotional maturity.

CONCLUSION

At present teachers have the adequate emotional maturity to deal with the present students with soft nature. According to this concept the emotional maturity has considered as a backbone of the teacher to solve any kind of problem. The present investigation may strongly conclude that the developed neurocognitive intervention strategies would act as a facilitator to enhance emotional maturity among the students teachers to solve any kind of problem for both teachers and students. The present research found that fruitful findings which indicate the real effects of neurocognitive intervention strategies that can effectively involve for developing emotional maturity among teacher

trainees. It may be recommended for future students of teacher education to utilize the intervention strategies on neurocognition to enhance the emotional maturity. Emotional maturity is the key factor of a successful teacher who controls the classroom and carries out the harmonious teaching learning process.

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