

## Emotional maturity and academic achievement of B.ed students: A co-relational study

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### Abstract

The objective of the study was to find out the relationship between emotional maturity and academic achievement of B.Ed students. Descriptive survey method was used for the study. The sample for the study is 120 B.Ed students as 40 male (20 from arts and science each) and 80 female (40 from arts and science each) was selected from Malappuram District of Kerala. The tool used for assessing emotional maturity is Emotional Maturity Scale developed by Singh & Bhargave and academic achievement was assessed by marks in the examination. Mean, SD, t-test and correlation are employed to analyze the data. Finding shows that there is positive and significant correlation between emotional maturity and academic achievement of B.Ed students. B.Ed male student possess higher level of emotional maturity than their female counterparts. However, it was found that female B.Ed students possess higher level of academic achievement than male B.Ed. students and B.Ed. students from science subjects have higher level of academic achievement than the B.Ed. students from arts subjects. It was also revealed that there is no significant difference in emotional maturity based on stream of subjects.

**Keywords:** Emotional Maturity, Academic Achievement, B.Ed. Students, Teacher education programmer

### Introduction

The glory of a nation is highly depends upon advancement of its education system. The crux of progress and development of all societies is its way and methods of educating and the quality of teachers and teacher education systems. It is prestigious for a country to have inspiring teachers for transforming the mind of young students. The saying that no nation can rise above the level of its teachers highlights that the professional and potential competencies of a teachers greatly reflect on his or her students. It is stressed by Each and every commissions and committees on education and its reformation that no education system can be strengthened and advanced unless the teachers come with professional development and commitment. It is important to study all developmental aspects of B.Ed. students to improve their academic performance and teacher effectiveness.

Emotional maturity is the land mark of balanced personality. It ensures full control over the expression of one's feeling and thoughts and behaving according to the accepted social values and ideals. It helps to control disturbing feelings and emotions, facilitate steadiness and endurance, to be tolerant to any situations and free from neurotic threats and tendencies. Walter D. Smithson, (1974) <sup>[12]</sup> defines emotional maturity as a process in which the personality is continuously striving for greater sense of emotional health intra physically and intra personally. Sinha (2014) <sup>[11]</sup> states that emotional maturity is an effective determinant to shaping the personality, attitudes, and behavior in to accepting responsibility, making decisions, teaming with groups, developing healthy relationship and enhancing self-worth. The touchstone of emotional maturity is how a person is able to respond to various situations, control emotions and feelings and behave in an adult manner when dealing with others. According to Jersild (1963) <sup>[5]</sup>, emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity

to enjoy things, to relate himself to others. Emotional maturity is a state of balanced feeling and self-control. Emotional maturity implies controlling our emotions rather than letting our emotions. Emotional maturity depicts our capacity to manage and to check our emotions, to evaluate other's emotional state and to persuade their judgment and actions. A person's emotional maturity is very much influenced by his/her relationship history. (Anand *et al.*, 2014) <sup>[1]</sup>.

Academic achievement is a touchstone of educational assessment and evaluation. It varies among educators, policymakers and other educational stakeholders. Academic achievement is simply outcome of education. It can be characterized as the extent to which a learner or teacher has achieved their educational goals. Good (1981) <sup>[3]</sup> in the Dictionary of Education refers to academic achievement as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher. It is assessed in relation to learners, success in meeting and achieving short or long term goals in education. Academic achievement represents performance outcomes which indicate the degree to which students have accomplished general and specific instructional goals that were focused in teaching and learning environments, specifically in school, college, and university. The assessment for academic achievement of teacher education programmers emphasizes theoretical aspects of perspectives on education, psychology of learning and learner, digital and technology based teaching, language across curriculum etc. and practical based teaching performances such as micro teaching, critical evaluation of teaching, performance in teaching and learning aids construction and its implementation in classroom and macro level school internship.

Review of related studies on emotional maturity and academic achievement shows varied results. Among them,

the study of Subbarayan and Visanathan (2011)<sup>[13]</sup> concluded that there is no significant relationship between emotional maturity and sex, community and family type as these are not a key factor on emotional maturity of college students. Lakshmi and Krishnamurthi (2011)<sup>[9]</sup> concluded that majority of secondary school students are in unstable emotional maturity and there is significant difference in the emotional maturity of secondary school students as girls have higher level of emotional maturity than boy counterparts. Chandra and Azimmudin (2013)<sup>[2]</sup> showed that there is significant relation between intelligence and academic achievement of secondary school students and there is no significant difference in the academic achievement of boys and girls. Sinha (2014)<sup>[11]</sup> concluded that there is significant difference in the emotional maturity of male and female as male students have higher level of emotional maturity than their female counterparts. Kaur & Arora (2014)<sup>[6]</sup> reported that there is positive and significant relation between academic achievement and mental health. Kumar and Lal (2014)<sup>[7]</sup> revealed that the adolescents from the healthy family have higher level of academic achievement and it also reported positive and significant correlation between academic achievement and family environment. Kumar (2015)<sup>[8]</sup> concluded that there is significant difference in the emotional maturity among boys and girls. Illahi and Khandai (2015)<sup>[4]</sup> found that there is significant difference in the academic achievement among male and female college students as female students have higher level of academic achievement than their male counterpart. Wani and Manish (2015)<sup>[15]</sup> found that there is significant difference in the emotional maturity of college and university students based on their gender, female students have higher level of emotional maturity than their male counterparts.

In this way, academic achievement in teacher education program is important equally on the theoretical and practical aspects. The low academic achievement of B.Ed students affects not only their theoretical knowledge but also teaching performance itself. It should be effectively studied various factors affecting the academic achievement of B.Ed students as a part of their professionalization. Emotional maturity is an important aspect of human life which is highly responsible for success in life. So, it is very important to study the emotional maturity in relation to academic achievement of B.Ed students to find out the relation between these variables. The findings of the study may yield interesting results which may help the concerned to chalk out the strategies to enhance the emotional maturity and academic achievement of B.Ed students for desirable results.

**Objectives of the Study**

1. To find out the difference between the emotional maturity of B.Ed students from arts and science subject
2. To find out the difference between the of emotional maturity of male and female among B.Ed students
3. To find out the difference between the academic achievement of B.Ed students from arts and science subject

4. To find out the difference between the academic achievement of male and female among B.Ed students
5. To find out the correlation between emotional maturity and academic achievement among B.Ed students

**Hypotheses of the Study**

1. There will not be significant difference in emotional maturity of B.Ed students from arts and science subject
2. There will not be significant difference in emotional maturity of male and female among B.Ed students
3. There will not be significant difference in academic achievement of B.Ed students from arts and science subject
4. There will not be significant difference in academic achievement of male and female among B.Ed students
5. There will not be significant correlation between emotional maturity and academic achievement among B.Ed students

**Methodology**

Descriptive survey method is used for the study. The population of the study is B.Ed. students of Malappuram District of Kerala. The sample selected for the study is 120 B.Ed. students from four teacher education colleges of Malappuram District in Kerala. The sample is distributed as 40 male (20 from arts and science each) and 80 female (40 from arts and science each). The tool used for data collection is Emotional Maturity Scale developed by Singh & Bhargave (1990)<sup>[10]</sup>. The academic achievement of B.Ed students is assessed by their marks in the previous Examinations. The statistical techniques used for the analysis of data are Mean, Standard Deviation, *t*-test and Persons coefficient of correlation.

**Analysis and Discussion**

**Table 1:** Comparison between Emotional Maturity of B.Ed art and science subject students

Group Compared	N	Mean	SD	't' value	Level of Significance
B.Ed students from art subjects	60	185.17	9.47	1.36	Not Significant
B.Ed students from science subjects	60	187.42	8.61		

It can be seen from the Table-1 that the mean score and the SD of emotional maturity of arts B.Ed students are 185.17 and 9.47 respectively and the mean score and the SD of emotional maturity of science B.Ed students are 187.42 and 8.61 respectively. The calculated value of critical ratio is 1.36 which is less than the table value at .05 levels and it is not significant. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference in emotional maturity of B.Ed students from arts and science subjects.

**Table 2:** Comparison between Emotional Maturity of B.Ed male and female students

Group Compared	N	Mean	SD	't' value	Level of Significance
Male B.Ed students	40	184.78	10.21	2.45	Significant at 0.05 Levels
Female B.Ed students	80	189.43	8.95		

It is understood from the Table-2 that the mean score and the SD of emotional maturity of male B.Ed student's are 184.78 and 10.21 respectively and the mean score and the SD of emotional maturity of female B.Ed students are 189.43 and 8.95 respectively. The calculated value of critical ratio is 2.45

which are more than the table value at 0.05 levels and it is significant. Hence, the null hypothesis is rejected and it is concluded that there is significant difference in emotional maturity of male and female B.Ed students.

**Table 3:** Comparison between Academic Achievement of B.Ed students from art and science subjects

Group Compared	N	Mean	SD	't' value	Level of significance
B.Ed students from art subjects	60	69.18	10.13	2.21	Significant at 0.05 Levels
B.Ed students from science subjects	60	73.16	9.54		

Table-3 shows that the mean score and the SD of academic achievement of arts B.Ed students are 69.18 and 10.13 respectively and the mean score and the SD of academic achievement of science B.Ed students are 73.16 and 9.54 respectively. The calculated value of critical ratio is 2.21

which are more than the table value at 0.05 levels and it is significant. Hence, the null hypothesis is rejected and it is concluded that there is significant difference between academic achievement of B.Ed students from arts and science subjects.

**Table 4:** Comparison between Academic Achievement of B.Ed male and female students

Group Compared	N	Mean	SD	't' value	Level of significance
B.Ed Male students	40	70.84	9.16	2.26	Significant at 0.05 Levels
B.Ed Female students	80	74.76	8.45		

It can be seen in the Table-4 that the mean score and the SD of academic achievement of B.Ed male students are 70.84 and 9.16 respectively and the mean score and the SD of academic achievement of B.Ed female students are 74.76 and 8.45 respectively. The calculated value of critical ratio is 2.26 which are more than the table value at 0.05 levels and it is significant. Hence, the null hypothesis is rejected and it is concluded that there is significant difference between academic achievement of B.Ed male and female students.

**Conclusion and Implication**

Emotional maturity plays an imperative, effective and determinant role in shaping the personality, attitudes and behavior of a person. On the other hand, academic achievement is considered as a key criterion to judge one's academic potentialities and capacities and it occupies a prominent place in education as well as in the learning process. So, it is the responsibility of the parents, teachers and administrations of the educational institutions to provide favorable and conducive environment to the students for fullest development of their emotional maturity to act according to situation and need of the time. This will also be helpful to the students for satisfactory performance in the field of academics to become a successful person in the society. From the findings of the study, it is very much evident that B.Ed. male students possessed higher level of emotional maturity than female students. It shows that male students are more exposed to varied situations and conditions and have the capacity to control their emotions in diverse situations than the female students. So, it is recommended that female students should be provided proper orientation and training to deal the various situations effectively and efficiently, learn to control their emotions and feelings and behave in an adult manner when dealing with others. The study also revealed that female students have higher level of academic achievement than their male counterparts. It shows that female B.Ed students are paying more attention towards their studies and possess good study habits than male B.Ed students. It is the need of the hour that parents and teachers should pay special attention towards the study habits of the male students so that their academic achievement may be enhanced. Since, there exists positive and significant correlation between emotional maturity and academic achievements of B.Ed students. It is the responsibility of all the concerned in the field of teaching and learning that proper care and provision should be made to develop the emotional maturity of the prospective teachers to deal the situation effectively. The maximum participation and involvement of

**Table 5:** Correlation between emotional maturity and academic achievement of B.Ed students

Variables	N	r value	level of significance
Emotional Maturity	120	0.36	0.01
Academic Achievements			

It can be understood from the Table-5 that there is a significant and positive correlation between emotional maturity and academic achievement of B.Ed students which is 0.36. Hence, it can be concluded that there is positive and significant correlation between emotional maturity and academic achievement of B.Ed students.

**Findings of the study**

- There is no significant difference between the emotional maturity of B.Ed students from arts and science subjects.
- There is significant difference between the emotional maturity of male and female B.Ed. students
- There is significant difference between the academic achievement of B.Ed. students from arts and science subjects.
- There is significant difference between the academic achievement of male and female B.Ed. students
- There exist positive and significant correlation between emotional maturity and academic achievement of B.Ed. students.

students in classroom process can be assured only by an emotionally mature teacher. Hence, teacher educators and teacher education institutions should ensure proper provisions to help the students to assess their emotional maturity level and provide the needed guidance in this end which will eventually helpful for them to become a successful teacher.

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