

Emotional Maturity and Academic achievement of Higher Secondary Students

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Abstract- The present study intended to find out the level of Emotional Maturity and Academic Achievement among B.Ed. Student Teachers. The present study belongs to the Normative Survey Method and the size of the sample was 759 Student Teachers who were selected through Stratified Random Sampling Technique. The Statistical techniques used in this study were Mean, Standard Deviation, 't'-test and Correlation to analyze the data. The salient findings of the study were i. The male and female student teachers are having similar level of Emotional Maturity. ii. The male student teachers are having higher level of academic achievement than the female student teachers. iii. There is no significant relationship between Academic Achievement and Emotional Maturity among B.Ed. Student Teachers.

INTRODUCTION

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality. Emotional Maturity might be considered as a potential factor in any field of life. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. A matured adult due to the development of his various powers has greater control over his environment. So, the matured adult possesses emotional maturity to a greater degree. An emotionally matured person has full control over the expression of his feelings.

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.

NEED FOR THE STUDY

Teachers are the backbone of the educational system. Education is a process and acts also as an instrument to bring out the innate behaviour of the every individual person. The destiny of a nation lies in its classrooms.

The strength of our nation depends on the teacher's ability to rear well educated, responsible, well- adjusted youth who will step forward when the adult generation passes on to retirement. The students of today are the youths of tomorrow and future citizens of the country, therefore it is the responsibility of teachers, society and government to see that they are physically, mentally, emotionally and educationally healthy. It is believed that the teachers are significant role of student's life.

Emotional Maturity is foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. Emotional maturity is an important ingredient of modern civilization and is the essential attribute of the member of a progressive onward moving society. The aim of education is all around development of the individual. As the investigators are interested to know the present status of Emotional Maturity and Academic Achievement of Student Teachers, it has been coined as '*Influence of Emotional Maturity and Academic Achievement*'.

OBJECTIVES OF THE STUDY

The objectives of the study are as follow.

- To find out the level of Emotional Maturity and Academic Achievement among Student Teachers.
- To find out the level of significant difference between Emotional Maturity and Academic Achievement among Student Teachers with respect to their background variables such as Gender and Locality.
- To find out the level of significant relationship between Emotional Maturity and Academic Achievement among Student Teachers.

HYPOTHESES OF THE STUDY

The Null Hypotheses have been framed and they are as follow.

- The level of Emotional Maturity and Academic Achievement among Student Teachers is Low.
- There is no significant difference between

Emotional Maturity and Academic Achievement among Student Teachers with respect to their background variables such as Gender and Locality.

- There is no significant relationship between Emotional Maturity and Academic Achievement among Student Teachers.

METHODOLOGY OF THE STUDY

The present study belongs to normative survey method and stratified random sampling technique. The Emotional Maturity Scale by Yashvir Singh and Mahesh

Bhargasva's – (2009) 48 items and five point rating scale and revalidated by the investigators. Academic Achievement tool is developed by Investigators.

i) Selection and Size of the Sample

The investigators have selected a sample of 759 Student Teachers from various Colleges of Education and various districts.

ii) Data analysis

The Statistical Techniques used to analyze the collected data were Mean, Standard Deviation and 't'-test.

Table-1 Level of Emotional Maturity and Academic Achievement among Student Teachers in Total

S.No	Category	N	Mean	SD
1	Emotional Maturity	759	67.16	10.12
2	Academic Achievement	759	67.91	7.12

It is obviously understood from the above table-1 that the obtained that the Mean and SD values of the Emotional Maturity and Academic Achievement scores of the total sample are 67.16, 10.12 and 67.91, 7.12. The level of Mean score of Emotional Maturity and Academic Achievement is found to be average. Hence, the framed null hypothesis is found to be accepted.

Table-2 't' value between the Mean Scores on the Emotional Maturity among Student Teachers with respect to their Gender

Sl. No	Category	N	Mean	SD	't' value	
1	Gender	Male	299	70.44	8.33	7.45*
		Female	460	65.03	10.61	

* Significant at 0.05 Level

From the above table-2 it is noted that the 't' value 7.45 is significant at 0.05 level. The Male Students Teacher is having higher level of Emotional Maturity than the Female Student Teachers. Hence, the framed null hypothesis found to be rejected.

Table-3 't' value between the Mean Scores on the Emotional Maturity among Student Teachers with respect to their Locality

Sl. No	Category	N	Mean	SD	't' value	
2	Locality	Rural	512	67.03	10.02	0.51**
		Urban	247	67.43	10.35	

** Not Significant at 0.05 Level

It is understood from the above table-3 that the 't' value 0.51 is not Significant at 0.05 level. The results that there is no significant difference between the Mean scores on the level of Emotional Maturity among Rural and Urban College Student – Teachers. Both Rural and Urban College Student- Teachers are having similar level of Emotional Maturity. Hence, the framed null hypothesis found to be accepted.

Table-4 't' value between the Mean Scores on the Academic Achievement among Student Teachers with respect to their Gender

Sl. No	Category	N	Mean	SD	't' value	
1	Gender	Male	299	68.60	6.59	2.17*
		Female	460	67.46	7.41	

* Significant 0.05 level

It is clearly seen from the above table-4 that the 't' value 2.17 is significant at 0.05 level. The Male Student Teachers are having higher level of Academic Achievement than the Female Student Teachers. Hence, the framed null hypothesis is found to be rejected.

Table-5 Significant Difference between the level of Academic Achievement among Student Teachers with respect to their Locality

Sl. No	Category	N	Mean	SD	't' value
2	Rural	512	67.99	7.21	0.45**
	Urban	247	67.74	6.94	

**Not Significant 0.05 level

It is understood from the above table-5 that the 't' value 0.45 is not significant at 0.05 level. The result reveal that there is no significant difference between the Mean scores on the level of Academic Achievement among Rural and Urban College Student Teachers. Both the Rural and Urban Student Teachers are having similar level of Academic Achievement than the Rural Student Teachers. Hence, the framed null hypothesis is found to be accepted.

Table-6 Significant Relationship between Academic Achievement and Emotional Maturity among Student Teachers

Classification	N	'r'
Emotional Maturity and Academic Achievement	759	0.015**

* Correlation is not significant at the level of 0.01 levels (2-tailed)

From the above table-6 it is noted that the 'r' value 0.06 is not significant at 0.01 levels. The result reveals that there is no significant relationship between Emotional Maturity and Academic Achievement in Education among Student Teachers in College of Education. Hence, the framed null hypothesis is found to be accepted.

FINDINGS OF THE STUDY

The findings of the study are briefly given below.

1. The level of Mean scores of Emotional Maturity and Academic Achievement are found to be average.
2. There is no significant difference between in the level of Emotional Maturity among Male and Female Student Teachers. Both Male and Female Student Teachers are having similar level of Emotional Maturity.
3. There is no significant difference between in the level of the Emotional Maturity among Rural and Urban Students Teachers. Both Rural and Urban Student Teachers are having similar level of Emotional Maturity.
4. The Male Student Teachers are having higher level of Academic Achievement than the Female Student Teachers.
5. The Urban Student Teachers are having higher level of Academic Achievement than the Rural Student Teachers.
6. There is no significant relationship between Emotional Maturity and Academic Achievement among Student Teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The result reveals that emotional maturity seems to be similar with respect to their gender and locality. While considering the achievement, female student teachers and rural student teachers are having low performance than their counter parts. It is understood that emotional

maturity among student teachers are to be enhanced. Because, they are would be teachers and going to take the responsibility of shaping the destiny of the younger generation. So many curricular, co-curricular and extracurricular activities, field visits to understand the social imbalances, making them to hear of the special talks by the experts on different social evils like poverty, unemployment, racial disparity, caste and creed issues and so on. This will give wonderful experience to the student teachers to know about the society and themselves. Moreover understanding the above issues by themselves will give them real picture about themselves and come to know to what way they transact with others. If they achieve to some extent, their way of transaction will be smooth and matured. These experiences are very much essential to develop their maturity and the way of transaction and maintaining relationship.

As the achievement of the female and rural student teachers are low, they must be concentrated more by way of by giving patch up services like conducting tuitions, counselling classes and periodical evaluation with immediate feedback. They must be full freedom to ventilate their views and strengthen their strong holds.

CONCLUSION

The study revealed the average emotional maturity and academic achievement among the student teachers. It is the responsibility of the teachers, parents and administrations of the educational institutions and society to provide favorable environment to the students for all round development of their emotional maturity and academic achievement to act according to situation and need of the hour. This is a joint effort and a single man cannot achieve the task. All efforts are to be integrated systematically to enhance all the aspects of emotional, social and academic aspects.

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