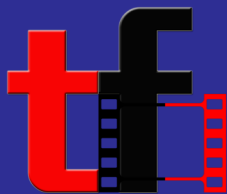

Impact of Emotional Maturity on the Academic Achievement of B.Ed. students.



Abstract

The present study was undertaken to study the impact of Emotional maturity on the Academic Achievements of B.Ed. students. The sample of the study considered 200 B.Ed. students, with high and low Emotional maturity, randomly selected from different B.Ed. colleges of Muktsar district of Punjab. The study reveals that B.Ed. students having low Emotional Maturity scored lower level of academic achievements and B.Ed. students with high Emotional Maturity scored higher level of academic achievement.

Introduction

Education is accepted as a great and unique investment in human capital for the present and the future. 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. Sinha (2014) states that emotional maturity is an effective determinant to shaping the personality, attitudes, and behavior in to accepting responsibility, making decisions,

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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. 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.2014).

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

Ramesh and Alex Raj (2006) reported that emotional maturity as a process in which the personality was continuously striving for greater sense of emotional health. This probed into emotional maturity of B.Ed. Trainees. The study analyzed the emotional maturity of the trainees with respect to gender, locale and level of education, demographic-minority and non-minority status.

Subbarayan and Visanathan (2011) 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) 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) 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) 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) reported that there is positive and significant relation between academic achievement and mental health.

Wani and Manish (2015) 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.

Moshahid,M. (2017) find out the relationship between emotional maturity and academic achievement of B.Ed students. 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.

Objective of the Study

The study has been designed with following objectives

1. To study the effect of emotional maturity on the academic achievement among B.Ed. Students.

Hypotheses of the Study

1. There will be a significant effect of emotional maturity on the 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 Malout District of Sri Muktsar Sahib (PB.)

Sample

The sample selected for the study is 400 B.Ed. students from four teacher education colleges of Malout District of Sri Muktsar Sahib (PB.)

Out of 400 B.Ed. Students 100 trainees with low emotional maturity and 100 trainees with high emotional maturity were considered as final sample for data analysis.

Tool

1. The tool used for data collection is Emotional Maturity Scale developed by Singh & Bhargave (1990)
2. The academic achievement of B.Ed students is assessed by their marks in the previous Examinations.

Statistical techniques

The statistical techniques used for the analysis of data are Mean, Standard Deviation, t-test

Analysis and Discussion

Mean and SD's of scores on Academic Achievement

TABLE NO 1.1

	Emotional Maturity	Mean	S.D.	t-value
Academic Achievement	LOW(n=100)	703.17	82.70	2.825**
	HIGH(n=100)	725.90	78.19	

** Indicates Significant at 0.01 Level

It can be seen from the Table-1.1 that the mean score and the SD of B.Ed. students having low emotional maturity scored less achievement (Mean: 703.17 and S.D.:82.70) and B.Ed. students having High emotional maturity scored Higher achievement (Mean: 725.90 and S.D.:78.19). Further, analysis of data clearly indicates that there is a significant effect of emotional maturity on the academic achievement among B.Ed. Students. Therefore the hypothesis “There will be a significant effect of emotional maturity on the academic achievement among B.Ed. Students” is accepted.

Educational Implications

The present study was conducted on B.Ed. students only. So, further research may be organized on Arts and Science streams students.

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