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ASSOCIATION OF EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT AMONG STUDENT-TEACHERS

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ABSTRACT:

The present study intended to find out the level of emotional maturity in relation their academic achievement among 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 the

male student-teachers are having higher level of emotional maturity than female student-teachers and male student-teachers are having higher level of academic achievement than female student-teachers.

KEYWORDS: Emotional Maturity, Academic Achievement, Student-Teachers.

INTRODUCTION

Emotional Maturity is one of the vital components of personality which characterizes Multi-trait non-cognitive psychological concept. 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. It is a characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period and land mark of balanced personality. After attaining emotional maturity, he is able to demonstrate a well-balanced emotional behavior in his day-to-

day life. A person may said to be emotionally matures, if he has in his possession almost all types of emotions, positive or negative and is able to express them at the appropriate time in an appropriate degree. Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned.

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. 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.

SIGNIFICANCE OF THE STUDY

Teaching is a challenging profession in India, which needs specialized training, Emotional maturity, knowledge and skills. Teachers should be accomplished enough to use their professional knowledge, training and skills to teach and mould the behaviour of the

students for their all round development. These skills are termed as the indicators of a person's increasing growth and development in profession. Emotional matured teachers are more likely to succeed in everything they undertake. Similarly, they should develop important emotional maturity for the holistic improvement and safety of them as well as for the students to strengthen necessary personal, social and emotional skills, important to achieve rapid academic challenges successfully. Teachers should be emotionally intelligent to follow the humanistic method in the class-room teaching, help to solve problems of students, develop a variety of personality and interest in students and create conducive school and classroom climate. This study might give suitable information regarding emotional maturity, logical ability and scholastic level and relationship of the student-teachers studying in colleges of education. So the present study has significance in the present educational framework.

OBJECTIVES OF THE STUDY

- To assess the level of emotional maturity and academic achievement of student-teachers.
- To find out the significant difference in emotional maturity and academic achievement of student-teachers with respect to gender and locality.
- To study the significant relationship between emotional maturity and academic achievement of student-teachers.

HYPOTHESES

1. There is no significant difference in emotional maturity of student-teachers in terms of gender.
2. There is no significant difference in emotional maturity of student-teachers in terms of locality.
3. There is no significant difference in academic achievement of student-teachers in terms of gender.
4. There is no significant difference in academic achievement of student-teachers in terms of locality.
5. There is no significant relationship between emotional maturity and academic achievement of student-teachers.

METHODOLOGY

The present study belongs to normative survey method. A stratified random sample of 759 student-teachers from various Colleges of Education in Tamil Nadu was chosen. Emotional Maturity Scale by Yashvir Singh & Mahesh Bhargava (2005) was used for the study. The statistical techniques used to analyze the data such as Mean, Standard Deviation, t-test and Correlation.

DATA ANALYSIS

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 |

Table-1 shows that the obtained Mean and SD values of emotional maturity and academic achievement scores of the total sample are 67.16 and 10.12 and 67.91 and 7.12. Therefore the level of mean scores on the emotional maturity and academic achievement is found to be moderate.

Table 2: Emotional Maturity of Student-Teachers based on Gender

| Emotional Maturity | Gender | N | Mean | SD | t-value | Remark |
|--------------------|--------|-----|-------|-------|---------|--------|
| | Male | 299 | 70.44 | 8.33 | | |
| | Female | 460 | 65.03 | 10.61 | | |

From Table-2, the calculated t-value 7.45 is significant at 0.05 level. Thus there is significant difference in emotional maturity of male and female student-teachers. The male student-teachers are having higher level of emotional maturity than the female student-Teachers.

Table 3: Emotional Maturity of Student-Teachers based on Locality

| Emotional Maturity | Locality | N | Mean | SD | t-value | Remark |
|--------------------|----------|-----|-------|-------|---------|-----------------|
| | Rural | 512 | 67.03 | 10.02 | 0.51 | Not Significant |
| | Urban | 247 | 67.43 | 10.35 | | |

Table-3 depicts that the t-value 0.51 is not significant at 0.05 level. Thus there is no significant difference in emotional maturity of rural and urban student-teachers. Both the rural and urban student-teachers are having similar level of emotional maturity.

Table 4: Academic Achievement of Student-Teachers based on Gender

| Academic Achievement | Gender | N | Mean | SD | t-value | Remark |
|----------------------|--------|-----|-------|------|---------|-----------------|
| | Male | 299 | 68.60 | 6.59 | 2.17 | Not Significant |
| | Female | 460 | 67.46 | 7.41 | | |

From Table-4, the calculated t-value 2.17 is significant at 0.05 level. Thus there is significant difference in academic achievement of male and female student-teachers. The male student-teachers are having higher level of academic achievement than the female student-teachers.

Table 5: Academic Achievement of Student-Teachers based on Locality

| Academic Achievement | Locality | N | Mean | SD | t-value | Remark |
|----------------------|----------|-----|-------|------|---------|-----------------|
| | Rural | 512 | 67.99 | 7.21 | 0.45 | Not Significant |
| | Urban | 247 | 67.74 | 6.94 | | |

Table-5 indicates that the t-value 0.45 is not significant at 0.05 level. Thus there is no significant difference in academic achievement of rural and urban student-teachers. Both the rural and urban student-teachers are having similar level of academic achievement.

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

| Emotional Maturity and Academic Achievement | N | 'r' |
|---|-----|---------|
| | 759 | 0.015** |

****Not Significant at the 0.01 level (2-tailed).**

Table-6 shows that the 'r' value 0.06 is not significant at 0.01 level. Thus there is no significant relationship between emotional maturity and academic achievement of student-teachers.

FINDINGS OF THE STUDY

- The level of mean score on the emotional maturity and academic achievement is found to be moderate.
- Male student-teachers are having higher level of emotional maturity than female student-teachers.
- There is no significant difference in emotional maturity of rural and urban college student-teachers.
- Male student-teachers are having higher level of academic achievement than female student-teachers.
- There is no significant difference in academic achievement of rural and urban student-teachers.
- There is no significant relationship between emotional maturity and academic achievement among student-teachers.

EDUCATIONAL IMPLICATION OF THE STUDY

The findings of the study reveal that the student-teachers studying in colleges of education are having average level of emotional maturity and academic achievement. The achievement of the female and unmarried student-teachers found to be significantly less in achievement and emotional maturity;

they must be given orientation on the regulations of the emotional maturity so as to maintain their emotions to do their duties effectively. As the performance of the student-teachers whose parental education is 'school education' is found to be significantly less, they must be given some kind of special counseling and coach. The colleges education should take special efforts to improve the emotional maturity and academic achievement of the learners. Academic Achievement of the student-teachers can be enhanced by providing good infrastructure, learning resources like ICT equipments and libraries with adequate number of efficient Teacher Educators in each Colleges of Education. By giving proper way of guidance and encouragement to the low achievers, they may increase the academic achievement level. Counseling classes should be implemented in colleges of education to the student-teachers to solve their any problems and progressive development in academic activities. Equal importance must be given to the co-curricular and extracurricular activities in Colleges of Education. Because, these activities will help to promote emotional maturity and academic achievement among the student-teachers. The awards and prizes may be given to the students to create healthy competition and in turn these will help them to increase the academic achievement of the learners.

CONCLUSION

Emotional maturity is an important aspect which is essential for every individual to do his duty as well as to lead a happy life. Particularly, it is very essential for the teacher educators to impart the good attitude and skills towards teaching and their profession to the student-teachers. The teacher educators should be a model by exhibiting good manners by means of accepting the feelings of others, appreciating the good activities of others whole heartedly, helping the needy people, being devotion to the duty, maintaining all values etc. This kind of behaviours will maintain the emotional maturity among the student-teachers in the colleges of education.

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