

Emotional maturity and academic achievement among student of B. Ed. general and special education

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ABSTRACT

Background: Emotional maturity may be considered as backbone of an individual. However, its relevance is more in the field of teaching and learning. Academic achievement is equally important for the teachers and the students as well. **Objective:** The study was designed to find out the difference between emotional maturity and academic achievement among the students of B.Ed. general and special education (Intellectual Disability-ID). **Method and Materials:** 300 students pursuing B.Ed. out of which 150 from special education and 150 from general education were selected from colleges of Chandigarh and Rohtak (Haryana). It was a descriptive study under survey. Emotional maturity scale developed by Singh & Bhargava (1999) for assessment of emotional maturity was used and for academic achievement, marks obtained by the participants in the previous course were considered as academic achievement. The investigators in person contacted the authorities of the concerned institutions and collected the same. **Results:** Significant difference between emotional maturity and academic achievement among students of B.Ed. general and special education was found. B.Ed. general education student possess higher level of emotional maturity than the students of special education. However, students of B.Ed. general education possess higher level of academic achievement than the B.Ed. special education. No significant difference in emotional maturity and academic achievement with regard to gender was found. **Conclusion:** The findings conclude that higher the emotional maturity higher the academic achievement. The students of B. Ed. general education have advantage over the students of B. Ed. special education in terms of emotional maturity as well as academic achievement.

Keywords: Emotional Maturity, Academic Achievement, Students, Special Education, General Education

The development of a country depends upon advancement of its education system. The quality of teachers and teacher education systems is the way to develop a country. It is important for a country to encourage their teachers for overall

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development of students. Education is the hope and dream of everyone. Education has to prepare students to face the unknown, unpredictable and uncertain future. A society cannot achieve their goal without a good education system. The main aim of education is to transform the behavior of students according to their needs and expectations. It is important to study all developmental aspects of B.Ed. students to improve their academic performance and teacher effectiveness. Emotional maturity is the identity of balanced personality. It is ability to control over the expression of one's feeling and thoughts and behaving in accordance to the accepted social values and ideals. It helps to manage emotions and behave concurring to situation. Academic achievement is a key principle to know someone's total capacities and potentialities in education therefore academic achievement important in educational process. Academic achievement is the consequence of education and teachers and institutions concentration on achieving their educational goals. It is generally measured by examinations and evaluation but it varies from institutions to institutions because every institution has a diverse system to assess their students. Academic achievement as a term refers to the performance of the respondents to actions of self or others.

In this way, academic achievement in teacher education program is as equally important as the theoretical and practical aspects. The low academic achievement of B.Ed. student trainees affects not only their theoretical knowledge but also their teaching competency. It should be effectively studied that various factors affect the academic achievement of B.Ed. students as a part of their professional growth. Emotional maturity is an important aspect of human life which is highly related to success in life. Therefore, it is very important to study the emotional maturity in relation to academic achievement among students of B.Ed. to find out the relation between these variables. The findings of the study may also yield interesting results which may help the concerned authorities to chalk out the strategies to enhance emotional maturity and academic achievement among students of B.Ed. for desirable results. This study intends to know about emotional maturity and academic achievement among students of B.Ed. because they are future of our country and going to be a prospective teacher. Their level of emotional maturity will ultimately be reflected in their behavior and ultimately in the students in their classrooms. Students are the pillars of the educational process. Education is a process and acts like a tool to bring out the innate behavior of the individual. B.Ed. students are going to become a teacher and the true of builders of our nation. These traits of emotional maturity will influence the prospective teachers ultimately to reflect in the behavior of future children possibly. Academic achievement may have direct relation with their emotional maturity. So, the study has a dire need and importance.

Objectives

1. To find out difference in emotional maturity among student of B.Ed. general and special education with reference to specialization and gender.
2. To find out difference in academic achievement among student of B.Ed. general and special education with reference to specialization and gender.

METHOD AND MATERIALS

Participants

The sample for the study was 300 B.Ed. students out of which 150 from special and 150 from General Education were selected from Chandigarh (120) and Rohtak (Haryana) (180). The subjects were selected by making use of cluster sampling technique.

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Design

Descriptive under survey design was used.

Tools

- 1. Emotional Maturity:** The Emotional Maturity Scale developed by Singh & Bhargava (1999), standardized and published by National Psychological Corporation (NPC), Agra was used. It has 48 items across the five sub domains namely emotional stability (10 items), emotional progression (10 items), social adjustment (10 items), personality integration (10 items) and independence (8 items).
- 2. Academic Achievement:** The marks obtained by the participants in the previous course were considered as academic achievement. The investigators in person contacted the authorities of the concerned institutions and collected the same.

Procedure

Prior permission was taken from the heads of the training centers, to contact the participants. Participants were made clear about the aims and objectives of the present study. Written informed consent for participation in the study was obtained from the participants. The administration of the tool was scheduled as per the convenience of the sample. After establishing appropriate rapport with the sample, the participants were requested to fill up the response sheet by reading each question carefully. Each participant received the tool and completed it. After collection the data, participants were thanked for their participation.

RESULTS

Table: 1 depicts the comparison of Mean and SD of emotional maturity and academic achievement with reference to specialization

	Group Compared	N	Mean	SD	df	t-value	p-value
Emotional Maturity	Special Education	150	91.81	18.35	298	4.76	0.00**
	General Education	150	103.36	23.35			
Academic Achievement	Special Education	150	64.50	7.00	298	3.04	0.00**
	General Education	150	67.12	7.92			

The comparison the Mean and SD of emotional maturity among students of B.Ed. with reference to specialization i.e. special education and general education, the Mean for special and general education were 91.81 and 103.36, and SD were 18.35 and 23.35 respectively. The calculated t-value 4.761 (table-1) was found to be significant showing difference with respect to specialization. Similar results were reported in the academic achievement also. The calculated t-value -3.04 was found to be significant showings difference with reference to specialization. The students of B. Ed. general education scored more on academic achievement than the those of special education.

Table: 2 depict the comparison of Mean and SD of emotional maturity and academic achievement with reference to gender

	Gender	N	Mean	SD	df	t-value	p-value
Emotional Maturity	Male	21	97.76	20.19	298	0.038	0.97 NS
	Female	279	97.57	21.89			
Academic Achievement	Male	21	63.44	4.41	298	1.48	0.13 NS
	Female	279	65.99	7.74			

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Table 2 shows comparison of emotional maturity with respect to gender, the Mean for males and females were 97.76 and 97.57 and SD 20.19 and 21.89 respectively. The calculated t-value 0.38 indicates no significant difference in the emotional maturity with respect to gender. Similarly, for academic achievement the Mean for males and females were 63.44 and 65.99 and SD 4.41 and 7.74 respectively. The calculated t-value -1.48 indicates no significant difference in the academic achievement with reference to gender among the selected students of B. Ed.

DISCUSSION

The result of the study shows significant difference between emotional maturity and academic achievement among students with respect to specialization B.Ed. general and special education (ID). However, no significant difference between emotional maturity and academic achievement with respect to gender was noticed. Similar results were found in a study conducted by Subbarayan and Visanathan (2011) which shows no significant relationship between emotional maturity and gender among college students. Another study conducted by Chandra and Azimmudin (2013) pointed out that there is no significant difference in the academic achievement of boys and girls. Although, there was no significant difference but still difference in the mean can easily be seen. Males are emotionally matured than the females a study carried out by Sinha (2014) is in line with the findings of the present study which says that male students have higher level of emotional maturity than their female counterparts. A study of conducted by Kumar (2015) found difference in emotional maturity among boys and girls. Study carried out by Chandra and Azimmudin (2013) on secondary school students found relationship between intelligence and academic achievement. Kaur and Arora (2014) reported positive and significant relation between academic achievement and mental health. Kumar and Lal (2014) revealed that the adolescents from the healthy family have higher level of academic achievement. Also, it reported positive and significant correlation between academic achievement and family environment. Naik and Sutradhar (2015) found significant effect of emotional maturity on personality of trainees of B.Ed. Singh (2017) suggest that the academic achievement of adolescents is affected by their emotional maturity. The study provides the evidence that there is positive relationship between academic achievement of adolescents and their emotional maturity. Kumar and Mishra (2016) found a positive correlation between emotional maturity and academic achievement among adolescence students.

CONCLUSION

There is number of utilities of emotional maturity and academic achievement in teaching learning and performance. It is also helpful in developing interest, character building and succeeding according to individual differences. Further, it develops emotional qualities and inculcates a sense of discipline. The results pointed out that there is a significant difference and positive correlation in the emotional maturity and academic achievement among students of B.Ed. general and special education (ID).

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Conflict of Interest

The author declared no conflict of interest.

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