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ORIGINAL ARTICLE

**A STUDY ON ACADEMIC ACHIEVEMENT AND EMOTIONAL MATURITY OF B.Ed.
TRAINEES IN CUDDALORE DISTRICT**

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ABSTRACT

Education brings about considerable changes in the individual relating to his physical, intellectual and emotional conditions. It becomes the responsibility of everyone concerned with education to prevent failure and wastage and ensure proper academic achievement and success on the part of students. Academic achievement is considered to be a composite criterion and not a unitary one. Emotional maturity as an important factor exerts influence on the academic achievement of students. In this context, it is necessary to study the relationship between academic achievement and emotional maturity of B.Ed. trainees. A person who is able to keep his emotion under control is said to have emotional maturity. It is an ability to tolerate a reasonable amount of frustration (Kaplan and Barar, 2000). Emotional maturity is the process of impulse control through the agency of self. It is a process of readjustment, which is patterned in accordance with the approved expression and repression in their cultures. In the present investigation the marks scored by the B.Ed. trainees model exam in the University examination have been used as the academic achievement scores. The emotional maturity scale developed by Romapal (1984) was used to assess the emotional maturity level of the students. Descriptive, differential and correlation analysis were computed to analyse the data. It is inferred that a positive and significant relationship exists between academic achievement and emotional maturity.

Keywords: Academic achievement, Trainees, Cuddalore District

1.INTRODUCTION

Education is regarded as the potential instrument of bringing about social, political, economic and cultural transformation of the country. Education helps to develop the individual as a whole and to bring out his innate abilities.

The objectives of the educational system is to create a healthy and holistic human progress. The important activities of educational institutions include teaching, evaluation and also creating a positive attitude towards students perception about their achievement. The academic achievement is caused by various factors like type of family, community, locality, intelligence, attitude, emotions and personality of the learner. In such a situation an individual has to come up with the socially desirable dimension of behaviour.

Academic achievement oriented behaviour is conceived as invariably influenced by the strength of an individual's tendency to achieve. Success and in addition to his tendency to avoid failure, which is also inherent in situation involving

evaluation of performance. Emotions are a strong mental status involving existing which gives rise to feeling and passions. Usually emotions give us energy to face particular situations in life and they work as a motivation of our behaviour. According to Walter D. Smitson (1974) emotional maturity is "A prove in which the personality is communally striving for greater sense of emotional health, both infra psychically and intra personally". Emotional maturity can be called the process of impulse control through plays a vital role in an individual's personality. Therefore, the investigator intended to study the relationship between academic achievement and emotional maturity in B.Ed. Trainees students of Cuddalore District.

2.REVIEW OF LITERATURE

Suneetha Hangal and Aminabhavi Vijalakshmi (2007) investigated children of employed mothers and home makers and concluded that the children of the former have significantly higher emotional maturity compared to those of the homemakers. Children of homemakers have significantly higher emotional instability, emotional regression and personality disorganization compared to the children of employed mothers. Female children of homemakers have

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significantly higher emotional maturity compared to their male children.

Vijayalakshmi (2008) studied on emotional intelligence of higher secondary students in relation to their achievement in English. The study found extremely unstable emotional maturity of higher secondary students. No significant difference is formed between boys and girls with respect to their emotional maturity. No significant difference is found between rural and urban higher secondary school students with respect to their emotional maturity. No significant different is found between government and private higher secondary school students with respect to their emotional maturity.

Singh (1978) had found that there is no significant different in case of teachers rating of children for emotional maturity but, according to parents, the maturity superior children are more emotionally mature than the mentally average children in case of social and emotional adjustment. Emotional maturity scale (EMS) was developed by K.M. Romapal et al. (1984).

Emotional maturity is the result of healthy emotional development. The term emotional maturity essentially involves emotional control. According to this view, the emotionally mature person is above to hide his feelings such as person is not subject to swings in mood and can suffer in silence. When he does express emotion he does so with moderation, decently and in good order.

An emotionally mature person is the one who can give expression to his emotion at the right time and in a proper manner. The mean emotional maturity is having proper emotions at proper time and to press in proper form and in proper quality.

OBJECTIVES OF THE STUDY

1. To find out the level of academic achievement of B.Ed. training students
2. To find out the level of emotional maturity of B.Ed. trainees.
3. To find out whether there is any significant difference in the academic achievement of B.Ed. trainees with respect to sex, family type and locality.
4. To find out whether there is any significant different in the emotional maturity of B.Ed. trainees with respect to sex, family type and locality.
5. To find out the relationship between academic achievement and emotional maturity of B.Ed. trainees.
- 6.

HYPOTHESES OF THE STUDY

1. The academic achievement of B.Ed. trainees is high.
2. The emotional maturity of B.Ed. trainees is high.
3. There is no significant difference between academic achievement of B.Ed. trainees, with respect to sex, family type and locality.

4. There is no significant difference between emotional maturity of B.Ed. trainees with respect to sex, family type and locality.
5. There is no significant relationship between academic achievement and emotional maturity of B.Ed. trainees.

3.METHODOLOGY

The description survey method was employed to collect the data for the present study.

SAMPLE OF THE STUDY

The present investigation was conducted in Cuddalore District. Out of the population of 2,000 B.Ed. trainees belonging to B.Ed. colleges, 300 B.Ed. trainees were selected as sample. For the selection of sample proportionate stratified random sampling technique was adopted.

PROCEDURE

The B.Ed. trainees model examination marks were taken as academic achievement scores. The standardized emotional maturity scale developed by Roma Pal (1984) was used to assess the emotional maturity of the students. According to the author, higher score indicates lower emotional maturity.

STATISTICAL TECHNIQUES ADOPTED

Descriptive analysis was employed to find out the academic achievement and emotional maturity level of B.Ed. trainees ‘t’ ratio was computed to find out the significant difference between the groups such as gender, family type and locality. Pearson product movement correlation co-efficient ‘r’ computed for academic achievement and emotional maturity.

3.ANALYSIS AND INTERPRETATION

Descriptive analysis of the academic achievement level of the B.Ed. trainees is presented in table 1.

Table 1Mean and standard deviation for the whole samples on academic achievement

S. No.	Groups	N	Mean	S.D
1.	Total sample	300	345.49	50.44
2.	Gender			
	a. Male	150	343.31	48.87
	b. Female	150	347.67	52.04
3.	Family type			
	a. Nuclear family	221	346.28	49.83
	b. Joint family	79	343.28	52.38
4.	Locality			
	a. Rural	181	344.01	50.96
	b. Urban	119	347.61	49.78

An analysis of the emotional maturity level of the B.Ed. trainees is presented in table 2.

Table 2 Mean and standard deviation for the whole and sub samples of emotional maturity

S.No.	Groups	N	Mean	S.D	
1.	Total sample	300	94.27	35.51	
2.	Gender	c. Male	150	85.56	23.28
		d. Female	150	95.99	40.14
3.	Family type	c. Nuclear family	221	94.15	36.05
		d. Joint family	79	94.62	34.15
4.	Locality	c. Rural	181	95.36	37.49
		d. Urban	119	84.67	22.37

Differential Analysis

The academic achievement scores of male and female B.Ed. trainees were analysed and the details are given in table 3.

Table 3 ‘t’ test value for the academic achievement mean scores of male and female B.Ed. trainees

S.No.	Gender	N	Mean	S.D.	‘t’ value	Level of significant
1	Male	150	343.31	48.87	0.749	Not significant
2	Female	150	347.67	52.04		

Table 3 shows that the obtained ‘t’ value 0.749 is not significant. Hence the research hypothesis is rejected and it may be inferred that male and female B.Ed trainees do not differ significantly and their academic achievement scores.

Family type and academic achievement

The academic achievement scores of B.Ed. trainees from nuclear and joint families were analysed and the details are shown in table 4.

Table 4 ‘t’ test value for the academic achievement mean scores of nuclear and joint B.Ed. trainees

S.No.	Family type	N	Mean	S.D.	‘t’ value	Level of significant
1	Nuclear family	221	346.28	49.83	0.443	Not significant
2	Female	150	347.67	52.04		

It is evident from the table 4 that the obtained ‘t’ value 0.443 is not significant. Therefore the research hypothesis, is rejected and it may be found that the B.Ed. trainees from nuclear and joint families do not significantly in their academic achievement scores.

Locality and academic achievement

The academic achievement scores of rural and urban B.Ed. trainees were analyzed and the details are present in table 5.

Table 5 ‘t’ test value for the academic achievement mean scores of rural and urban B.Ed. trainees

S.No.	Locality	N	Mean	S.D.	‘t’ value	Level of significant
1	Rural	181	344.1	50.96	0.591	Not significant
2	Urban	119	347.6	49.78		

Table 5 indicates that the obtained ‘t’ value 0.591 is not significant. Therefore, the research hypothesis is rejected and it is inferred that rural and urban B.Ed. trainees do not differ significantly in their academic achievement score.

Gender and emotional maturity

Table 6 ‘t’ test value for the emotional maturity mean scores of male and female B.Ed. trainees

S.No.	Gender	N	Mean	S.D.	‘t’ value	Level of significant
1	Male	150	85.56	23.38	2.01	0.05 level
2	Female	150	95.99	40.14		

It is clear from table 6 that the obtained ‘t’ value is significant at 0.05 level. Hence the research hypothesis is accepted and it is found that male and female B.Ed. trainees differ significantly in their emotional maturity scores. Male B.Ed. trainees have a higher level of emotional maturity.

Family type and emotional maturity

Table 7 ‘t’ test value for the emotional maturity mean scores of nuclear and joint family B.Ed. trainees

S.No.	Family Type	N	Mean	S.D.	‘t’ value	Level of significant
1	Nuclear family	150	94.15	36.05	0.104	Not significant
2	Joint family	150	94.62	34.19		

It is evident from the table 7 that the obtained ‘t’ value is not significant. Therefore, the research hypothesis, is rejected and it may be found that the B.Ed. trainees form nuclear and joint families do not significantly in the emotional maturity scores.

Locality and emotional maturity

The emotional maturity scores of rural and urban B.Ed. trainees were analyzed and the details are shown in table 8.

Table 8 ‘t’ test value for the emotional maturity mean scores of rural and urban B.Ed. trainees

S.No.	Locality	N	Mean	S.D.	‘t’ value	Level of significant
1	Rural	221	94.15	36.05	0.104	Not significant
2	Urban	79	94.62	34.19		

Table 8 indicates that the obtained ‘t’ value is significant at 0.05 level. Hence, the research hypothesis rejected and it is found that rural and urban B.Ed. trainees do not differ significantly in their emotional maturity scores. Urban B.Ed. trainees have a higher level of emotional maturity.

Correlation analysis

The relationship between academic achievement and emotional maturity scores were analyzed and the results are presented in table 9.

S.No.	Variable	N	Mean	Level of significant
1	Academic achievement	300	0.298	Not significant
2	Emotional maturity			

The correlational analysis reveals that a positive and significant relationship exists between academic achievement and emotional maturity.

4.FINDINGS

1. The academic achievement level of the B.Ed. trainees is average.
2. The emotional maturity level of the B.Ed. trainees is below average.
3. Male and female, nuclear and joint family and rural and urban institutional B.Ed. trainees do not differ significantly in their academic achievement level.
4. It is found that male and female B.Ed. trainees differ significantly in their emotional maturity scores. Male B.Ed. trainees have a higher level of emotional maturity.
5. It may be found that the B.Ed. trainees from nuclear and joint families do not differ significantly in the emotional maturity scores.
6. It is found that rural and urban B.Ed. trainees do not differ significantly in their emotional maturity scores. Urban B.Ed. trainees have a higher level of emotional maturity.

7. The correlational analysis reveals that a positive and significant relationship exists between academic achievement and emotional maturity.

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