



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Effect of Different Dimensions of Emotional Maturity on Academic Achievement of B.Ed. Trainees – A Study

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DOI: <https://doi.org/10.55248/gengpi.2022.3.11.13>

ABSTRACT:

Emotional maturity may be considered the backbone of an individual to deal with a healthy life in every dimension. However, it is relevant more in the field of teaching and learning. Academic achievement is equally important for teachers and students as well. The study was designed to find out the effect of emotional maturity and its' different dimensions on academic achievement among the B.Ed. trainees. 100 trainees pursuing B.Ed. were selected from colleges of Birbhum District (West Bengal). It is a descriptive study under survey. The emotional maturity scale developed by Singh & Bhargava (2012) for assessment of emotional maturity was used. For academic achievement, SGPA obtained by the participants in B.Ed. 1st semester university examination were considered as 'academic achievement'. The investigators contacted the concerned institutions' authorities and collected the above-mentioned data. Significant correlation between emotional maturity and academic achievement among B.Ed. trainees is found. The result of the study also shows a significant difference between emotional maturity and its' few dimensions i.e., emotional progression, and independence among trainees with respect to academic achievement of B.Ed. trainees. However, no significant difference was found for the dimensions of emotional stability, social adjustment, and personality integration among B.Ed. Trainees on their academic achievement. The findings conclude that emotional maturity and its dimensions have a significant effect on academic achievement of B.Ed. trainees.

Keywords: Emotional Maturity, Dimensions, Academic Achievement, B.Ed. Trainees

Introduction:

Emotions play a major role in human life. The influence of emotions on human behaviour is vast and profound. Humans are rational creatures. His behaviour is based on logic, intelligence and consideration. However, most human behaviour is driven by emotions. To better understand the child's behaviour, one must understand the child's emotions. It is important to understand what emotions are, the nature of emotions, the functions of different emotions, and how emotions are developed to understand the nature of a child's emotions. A healthy personality depends on the child's emotional development. Proper development and expression of emotions are necessary to live a healthy life. If emotional development is not healthy, emotional behaviour would also not be well-balanced and socially acceptable. If the emotional development is not healthy, many emotional problems and anomalies would appear in the life of the person.

Academic achievement is crucial to understanding a person's overall educational capacities and potentials, making it crucial to the educational process. The B.Ed. student trainees' poor academic performance has an impact on both their theoretical knowledge and their ability to instruct. The impact of numerous elements on B.Ed. trainees' academic success should be thoroughly investigated in order to support their professional development.

Review of Related Literature:

The researchers have gone through the various published papers on different journals. *Kumaretal. (2020)* have studied academic

achievement on B. Ed. general and special education and found that Significant difference between emotional maturity and academic achievement among students of B.Ed. general and special education. *Meher et al (2021)* have found a significant positive correlation between the emotional intelligence and academic performance of students. *Rai & Khanal (2017)* have not found any correlation between college students' emotional maturity and their academic achievement. *Kumar & Mishra (2016)* have revealed a positive correlation between emotional maturity and academic achievement among Adolescence students. *Gunasekar & Pugalenth (2015)* have not found any significant difference between boys and girls secondary level students on emotional maturity and any significant difference between boys and girls secondary level students on academic achievement. *Rafaqi & Musheer (2019)* have found that there exists a strong and positive relationship between emotional maturity, study habit and academic achievement. *Puar (2014)* has concluded that emotional maturity played no significant role in the academic achievement of high school students. *Arumugam (2014)* has found that rural and urban B.Ed. trainees do not differ significantly in their emotional maturity scores. *Saraswat & Singh (2015)* have found that there is significant relationship between emotional maturity T-Scores and academic achievement T-Scores of Boys and non-significant correlation between the two variables in case of girls. *Rajakumar & Soundarajan (2012)* have found significant correlation between emotional maturity and academic achievement in Economics of Higher Secondary Students. No dimensional analysis was found in any paper.

Significance of the Study:

The development of a country depends upon the advancement of its education system. The quality of teachers and teacher education systems is imperative among the most important ways to develop a nation. It is important for a country to encourage their teachers for the overall development of students. Education has to prepare students to face the unknown, unpredictable and uncertain future. Academic achievement as a term refers to the performance of the respondents to actions of self or others. It is generally measured by examinations and evaluation but it varies from institution to institution because every institution has a diverse system to assess its students. The low academic achievement of B.Ed. trainees affects not only their theoretical knowledge but also their teaching competency. Emotional maturity is an important aspect of human life which is highly related to success in life. Academic achievement may have a direct relationship with their emotional maturity. B.Ed. students are going to become a teacher and true builders of our nation. These traits of emotional maturity will influence the prospective teachers ultimately to reflect on the behaviour of future children possibly. Academic achievement may have a direct relationship with their emotional maturity. So, the study has a need and importance for the teacher training programme and for the benefit of society and the nation.

The researchers have not found any research on emotional maturity and academic achievement in West Bengal state. The researchers have also not found any research with these two variables on B.Ed. trainees.

Objectives of the Study:

The objectives for the present study are stated as follows:

- To find out the relationship between Emotional Maturity and Academic Achievement of B.Ed. trainees.
- To find out of effect of emotional maturity of B.Ed. trainees' dimension wise on academic achievement

Hypotheses of the Study:

The hypotheses for the present study are stated as follows:

H₀₁: There is no significant relationship between emotional maturity and academic achievement of B.Ed. trainees.

H₀₂: There is no significant difference of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

H₀₃: There is no significant difference of emotional stability dimension of emotional maturity of B.Ed. trainees with high achievement and low achievement.

H₀₄: There is no significant difference of emotional progression dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.

H₀₅: There is no significant difference of social adjustment dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.

H₀₆: There is no significant difference of personality integration dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.

H₀₇: There is no significant difference of independence dimension of emotional maturity of B.Ed. trainees with high achievement and lower

achievement.

Methodology:

Method:

In the present study researcher has used descriptive survey method.

Population:

The population of research is all the B.Ed. Trainees studying in all the teacher training colleges in Birbhum district of West Bengal.

Sample:

In order to collect the data for the present study, 100 (one hundred) samples have been selected.

Sampling technique:

Simple Random Sampling has been selected to select college and trainees.

Delimitation of the study:

This study was delimited to

- Birbhum district of West Bengal state.
- Private B.Ed. Colleges only.
- B.Ed. trainees of session 2021-23 only.

Variables:

The variables for the present study are stated as follows:

- Independent variable: Emotional Maturity
- Dependent variable: Academic Achievement

Tool Used:

In the present study, the tools used are

- Emotional Maturity Scale (EMS-SB)- *Y. Singh and M. Bhargava. (2012)*
- Academic Achievement- B.Ed. 1st Semester examination result SGPA (Semester Grade Point Average).

Statistical Techniques Used:

The acquired scores were subjected to statistical analysis using appropriate statistical methods. As the samples have been taken from a single district Birbhum of West Bengal state and the sample size is 100 only, the population may not follow normal distribution. So, non-parametric tests have been used to analyze the data. For this purpose, Spearman's correlation test and Mann-Whitney U tests have been used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Procedure:

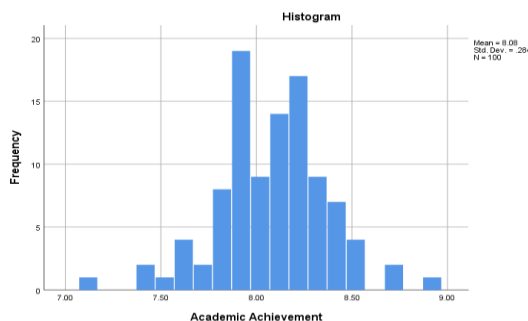
The scores of academic achievements were collected from the university results and for emotional maturity the scale developed by Y. Singh and M. Bhargava is used.

Analysis and Interpretation of Data:

For dimensional analysis, the researchers have divided all the samples in two categories, i.e., Higher Academic achievement and Lower Academic achievement through median which is 8.09. The samples with academic achievement above 8.09 have been termed as Higher Academic achievement and the samples with academic achievement below 8.09 have been termed as Lower Academic achievement.

Statistics

Academic Achievement		
N	Valid	100
	Missing	0
Median		8.0900



H₀₁: There is no significant relationship between emotional maturity and academic achievement of B.Ed. trainees.

Correlations

			Emotional Maturity	Academic Achievement
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000	.447**
		Sig. (2-tailed)	.	.000
		N	100	100
	Academic Achievement	Correlation Coefficient	.447**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation:

The above table shows that, the obtained correlation coefficient value i.e., 0.447 is significant at the 0.01 level of significance. Hence the hypothesis **H₀₁**: “There is no significant relationship between emotional maturity and academic achievement of B.Ed. trainees.” is rejected.

H₀₂: There is no significant difference of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

Ranks

	Academic Achievement	N	Mean Rank	Sum of Ranks
Emotional Maturity	Lower	53	40.02	2121.00
	Higher	47	62.32	2929.00
	Total	100		

Test Statistics^a

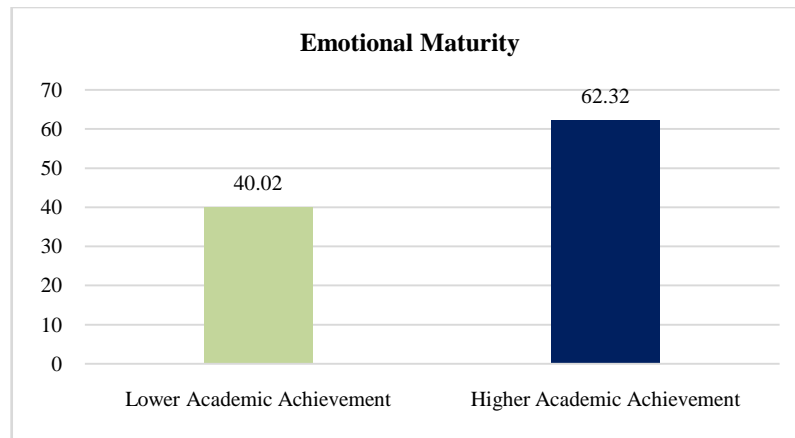
	Emotional Maturity
Mann-Whitney U	690.000
Wilcoxon W	2121.000
Z	-3.842
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Academic Achievement

Interpretation:

The above table shows that, the obtained p-value i.e., 0.000 is less than 0.05, i.e., p-value is significant at the 0.05 level of significance. Hence the hypothesis **H₀₂**: “There is no significant difference of emotional maturity of B.Ed. trainees with higher achievement and lower achievement” is rejected.

Graphical Representation:



H₀₃: There is no significant difference of emotional stability dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

Ranks

	Academic Achievement	N	Mean Rank	Sum of Ranks
Emotional Stability	Lower	53	47.09	2496.00
	Higher	47	54.34	2554.00
	Total	100		

Test Statistics^a

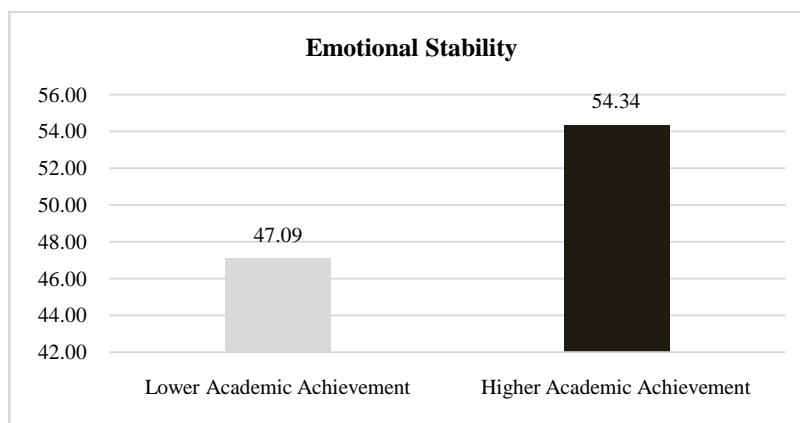
	Emotional Stability
Mann-Whitney U	1065.000
Wilcoxon W	2496.000
Z	-1.254
Asymp. Sig. (2-tailed)	.210

a. Grouping Variable: Academic Achievement

Interpretation:

The above table shows that, the obtained p-value i.e., 0.210 is greater than 0.05, i.e., p-value is not significant at the 0.05 level of significance. Hence the hypothesis **H₀₃**: “There is no significant difference of emotional stability dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.” is accepted.

Graphical Representation:



H₀₄: There is no significant difference of emotional progression dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

Ranks

	Academic Achievement	N	Mean Rank	Sum of Ranks
Emotional Progression	Lower	53	42.38	2246.00
	Higher	47	59.66	2804.00
	Total	100		

Test Statistics^a

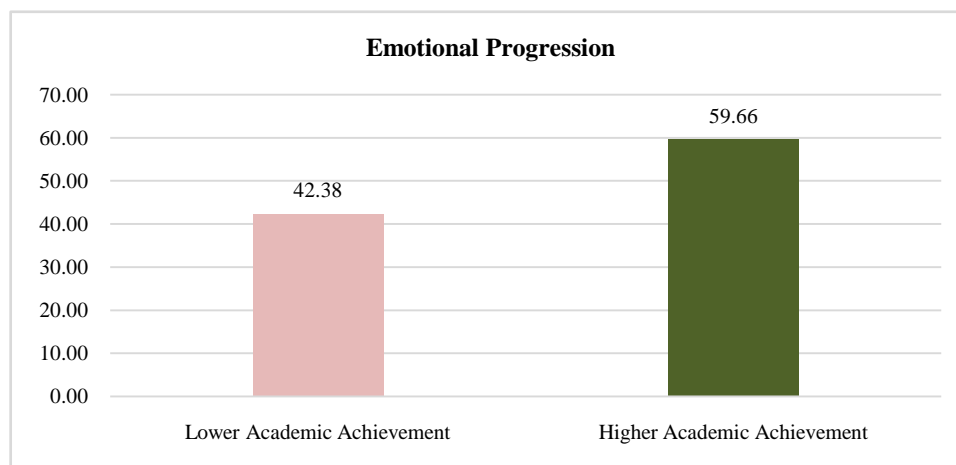
	Emotional Progression
Mann-Whitney U	815.000
Wilcoxon W	2246.000
Z	-2.988
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Academic Achievement

Interpretation:

The above table shows that, the obtained p-value i.e., 0.003 is greater than 0.05, i.e., p-value is significant at the 0.05 level of significance. Hence the hypothesis H_{04} : “There is no significant difference of emotional progression dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.” is rejected.

Graphical Representation:



H_{05} : There is no significant difference of social adjustment dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

Ranks

	Academic Achievement	N	Mean Rank	Sum of Ranks
Social Adjustment	Lower	53	46.19	2448.00
	Higher	47	55.36	2602.00
	Total	100		

Test Statistics^a

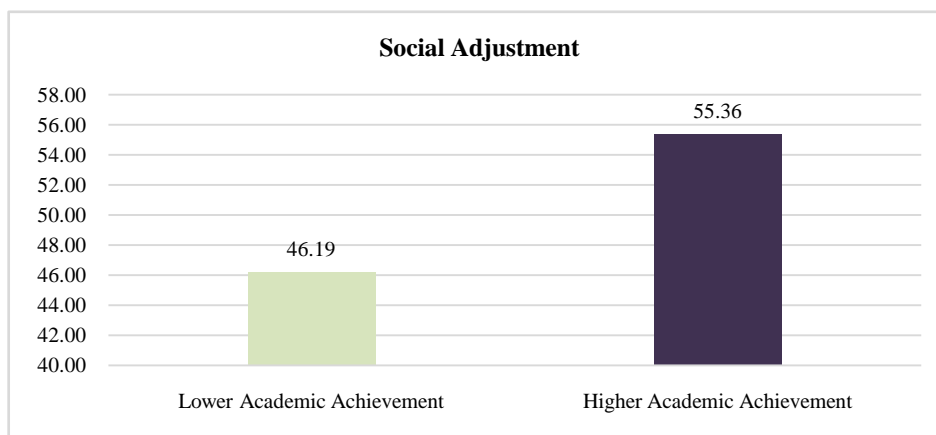
	Social Adjustment
Mann-Whitney U	1017.000
Wilcoxon W	2448.000
Z	-1.586
Asymp. Sig. (2-tailed)	.113

a. Grouping Variable: Academic Achievement

Interpretation:

The above table shows that, the obtained p-value i.e., 0.113 is greater than 0.05, i.e., p-value is not significant at the 0.05 level of significance. Hence the hypothesis H_{05} : “There is no significant difference of social adjustment dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.” is accepted.

Graphical Representation:



H₀₆: There is no significant difference of personality integration dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

Ranks

	Academic Achievement	N	Mean Rank	Sum of Ranks
Personality Integration	Lower	53	45.63	2418.50
	Higher	47	55.99	2631.50
	Total	100		

Test Statistics^a

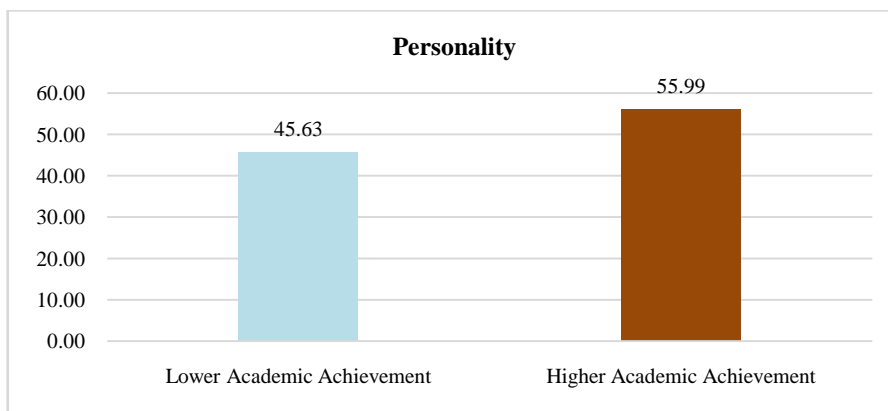
	Personality Integration
Mann-Whitney U	987.500
Wilcoxon W	2418.500
Z	-1.794
Asymp. Sig. (2-tailed)	.073

a. Grouping Variable: Academic Achievement

Interpretation:

The above table shows that, the obtained p-value i.e., 0.073 is greater than 0.05, i.e., p-value is not significant at the 0.05 level of significance. Hence, hypothesis **H₀₆**: “There is no significant difference of personality integration dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.” is accepted.

Graphical Representation:



H₀₇: There is no significant difference of independence dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement.

Ranks

	Academic Achievement	N	Mean Rank	Sum of Ranks
Independence	Lower	53	44.98	2384.00
	Higher	47	56.72	2666.00
	Total	100		

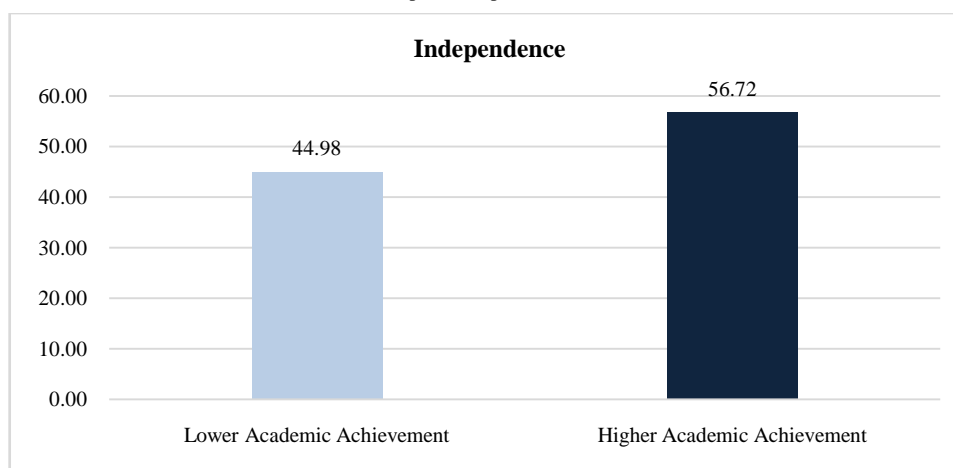
Test Statistics^a

	Independence
Mann-Whitney U	953.000
Wilcoxon W	2384.000
Z	-2.036
Asymp. Sig. (2-tailed)	.042

a. Grouping Variable: Academic Achievement

Interpretation:

The above table shows that, the obtained p-value i.e., 0.042 is less than 0.05, i.e., p-value is significant at the 0.05 level of significance. Hence the hypothesis H_{07} : "There is no significant difference of independence dimension of emotional maturity of B.Ed. trainees with higher achievement and lower achievement." is rejected.

Graphical Representation:**Findings:**

The following conclusions were drawn in light of the results and discussions:

- There is significant relationship between emotional maturity and academic achievement of B.Ed. trainees.
- There is significant difference of **emotional maturity** of B.Ed. trainees with high achievement and lower achievement.
- There is no significant difference of emotional stability dimension of emotional maturity of B.Ed. trainees with high achievement and low achievement.
- There is significant difference of **emotional progression** dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.
- There is no significant difference of social adjustment dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.
- There is no significant difference of personality integration dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.
- There is significant difference of **independence** dimension of emotional maturity of B.Ed. trainees with high achievement and lower achievement.

The findings for comparison between higher achievement & lower achievement are summarized by following table.

Variable or it's dimension	Significant Status
Emotional Maturity	Significant
Emotional Stability	Equivalent
Emotional Progression	Significant
Social Adjustment	Equivalent
Personality	Equivalent
Independence	Significant

Conclusion:

The result of the study also shows a significant difference between emotional maturity and its two dimensions i.e., emotional progression and independence among trainees with respect to academic achievement of B.Ed. trainees. However, no significant difference was found for the dimensions: emotional stability, social adjustment, and personality integration among B.Ed. trainees on their academic achievement.

Similar results were found in a study conducted by Kumar & Mishra (2016), which shows a significant relationship between emotional maturity and academic achievement among Adolescence students. Another study conducted by Puar (2014), pointed out that there is a significant relationship between emotional maturity and academic achievement of high school students in a given set of variables. Mondal & Sutradhar (2015) also found effect of home environment on emotional maturity.

Thus, the findings conclude that emotional progression and independence dimensions of emotional maturity have a vital role on emotional maturity. So, effect of emotional progression and independence dimensions of emotional maturity and emotional maturity as a whole on academic achievement of B.Ed. Trainees are significant.

There is a 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 positive correlation between emotional maturity and academic achievement. The findings also concluded that emotional maturity and its dimensions have a significant effect on academic achievement of B.Ed. trainees.

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