

A STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO EMOTIONAL MATURITY OF PRE- SERVICE STUDENT TEACHERS

Hemakant N. Wakde, Ph. D.

Associate Professor, Madan Maharaj College, Education Department, Bhopal (M.P.)

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Abstract

The purpose of the present study was to explore the influence of academic achievement of pre-service student teachers on their emotional maturity in relation to their gender and residential area. The sample consist of 357 B.Ed. course trainers (183 Male & 174 Female) randomly taken from Self-financed B. Ed. Colleges of Bhopal City. To measure the emotional maturity of pre-service teachers, Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh & Dr. Mahesh Bhargava (2006) were used. For measure the academic achievement of pre-service student teachers, their final year graduation obtained percentages were used. Mean, SD and 't' test were used for data analysis. The result showed that there is no significant influence of academic achievement of pre-service student teachers on their total score of emotional maturity and emotional progression, social adjustment and independence. The pre-service student teachers with high academic achiever are more emotionally stable and more integrated personality than that of the low academic achiever. No significant influence of gender and residential area was found in respect of total score of emotional maturity and all factors. The female pre-service student teachers are significantly higher academic achiever in comparison with those of male counterparts. Urban pre-service student teachers are significantly higher academic achiever in comparison with those of rural counterparts.

Keywords: Academic Achievement, Emotional Maturity, Pre-Service Student Teacher



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Introduction

The National Education Policy (2020) states in introduction that –“NEP lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capabilities - both the ‘fundamental capacities’ of literacy and numeracy and ‘higher- order’ cognitive capacities, such as critical thinking and problem solving- but also social, and emotional capacities and dispositions”.

Education as a process involves two elements- the teacher and the student. The teacher is considered to be the kingpin in the process of education. Student teacher will also become a successful teacher in future generation. However, he should be stable in emotional maturity, ego less, low anxiety, highly motivated, value oriented as well as good in academic achievement. Now a day it is gradual duty of education system and teacher education institutions to take the responsibility of student-teachers development in respect of psychological and sociological dimensions.

According to Singh Yashvir and Bhargava (2006) “Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent’s development. The concept ‘mature’ emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to brook delay and to suffer without self-pity, might still be emotionally stunned and childish.”. Until recently, we have been led to believe that a person’s general intelligence is the greatest predictor of success in any walk of life – academic, social, vocational or professional. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance in every walk of life (Mangal, 2005). Emotions play significant role in person’s well being self-esteem, self motivation, handling situations, managing relations and overall performance in academic, social, professional and level of satisfaction in life.

Academic achievement is a combination of ability and effort presumable ability being equal, those with higher motivation, expects more effort and will and achieves higher grades. School is a primary setting for academic and social experience. Achievement is a behavior directed towards the attainment of approval or the avoidance of disapproval for competence of performance in situations to which standards of excellence are relevant. The terms academic achievement, academic performance and scholastic achievement are interchangeable. Academic performance refers to some methods of expressing a student’s scholastic standing. It indicates a grade for a course, an average for a group of courses in the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. (Dash, B.N. 2004)

According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally. Kaplan and Baron (1986) elaborated the characteristics of

an emotionally mature person; that he has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature student has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Therefore, the emotionally mature student is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action.(Sing Yashvir & Bhargva 2006)

Academic achievement is “knowledge attained and skill developed in the school subjects usually designed by test scores or by marks assigned by teachers or both”. Achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement can’t be ignore (Chenna Reddy, 2007)

Review of Literature

Singh and Thukral (2011) found no significant relationship between emotional maturity and achievement and no significant difference was found in their emotional maturity on the basis of sex and region. Hangal, S. and Aminabhavi, V.A. (2007) revealed that the children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented. Manral, Bheema (1988) found prolonged deprivation, emotional maturity and achievement differ significantly on indiscipline behavior tendency. Boyd and Huffman (2002) investigated that among females and males in the same age group, females are more emotionally mature than males. Talukdar (2004) found no significant difference between under graduate nursing students of urban and rural background with regard to their emotional maturities indicated by the total scores but in the area of personality disintegration difference found was significant. Puri et. Al (2008) investigated that 22% girl hostellers were recognized as emotionally disturbed in comparison to 78% who were emotionally healthy. Jadhav and Havalappanavar (2008) found that men constables are emotionally more mature than women . The study also reveals that emotional maturity of police constable trainees has no significant relation to their education, family system, rural and urban home background. Subbarayan, G. Vishvanathan (2011) found emotional maturity

of college students were extremely unstable and significant difference was found between all the groups like male & female, Hindu & Muslim, other community and scheduled caste etc. except Muslim & Christian. Sandip Ratna (2016) found gender of the student teachers is influencing their emotional maturity. Murthy S. and Ksheerasagar S. (2017) found significant differences among male & female and rural & urban +2 science students with reference their academic achievement. Male +2 science students found high academic achiever than the female counterparts and also urban located +2 science students were high achiever than the rural counterparts. Kumar Sanjay and Mittal (2021) found significantly high positive correlation between soft skills and emotional maturity of senior secondary teachers. Male and female teachers differ significantly with regards to emotional maturity.

The present study aims at finding out the influence of academic achievement of pre-service student teachers on their emotional maturity and also in relation to their gender and residential area.

Objectives

1. To explore the influence of academic achievement of pre-service student teachers on their emotional maturity.
2. To explore the influence of gender on emotional maturity and academic achievement of pre-service student teachers.
3. To explore the influence of residential area on emotional maturity and academic achievement of pre-service student teachers.

Hypotheses

1. There is no significant influence of academic achievement of pre-service student teachers on their emotional maturity.
2. There is no significant influence of gender of pre-service student teachers on their emotional maturity.
3. There is no significant influence of gender of pre-service student teachers on their academic achievement.
4. There is no significant influence of residential area of pre-service student teachers on their emotional maturity.
5. There is no significant influence of residential area of pre-service student teachers on their academic achievement.

Method

Descriptive survey method of study was employed in the present investigation.

Limitations: The limitations of the study were as follows-

1. The study is confined to only pre-service B. Ed. Student teachers.
2. The study is confined to only private B. Ed. Colleges of Bhopal City affiliated to Barkatullah University Bhopal of Madhya Pradesh State.
3. The present study considers Academic achievement and Emotional maturity of pre-service student teachers under psychological factor and also considers their Gender and Residential area under demographic factor.

Sample

The sample consists of 357 pre-service B. Ed. Student teachers from B. Ed. Self financed Colleges of Bhopal City which are affiliated to Barkatullah University, Bhopal. The sample was selected on the basis of random sampling method. Out of 357 pre-service student teachers there are 183 male and 174 female, 159 rural and 198 urban located pre-service student teachers.

Tool Used

For the measurement of emotional maturity of pre-service student teachers, Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2006) Hindi version was used. The scale comprised total 48 items. It is a self-reporting five-point scale. The higher the score on the scale, greater is the degree of emotional immaturity and vice-versa. It consisted of five broad factors of emotional immaturity i.e. Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence. Test-retest reliability was 0.75. Validity against external criteria was 0.64.

For the measurement of academic achievement of pre-service student teachers, their final year graduation marks were taken in the mode of percentage on personal information schedule prepared by researcher. From the obtained score of academic achievement of total 357 student teachers (Mean=56.04, Median=55.00, Mode=50, SD=7.547, Variance=56.965, Range=41, Minimum=42, Maximum=83 & Sum=20006), the researcher were done two levels of academic achievement for convenience as independent variable i.e. 1.Low Achiever (below 54%) and 2.High Achiever (above 55%)

Statistical Techniques

For the analysis of data Mean, SD and 't' test was used from SPSS computer software programme.

Result and Discussion

H₀₁: There is no significant influence of academic achievement of pre-service student teachers on their emotional maturity.

Table No. 1

Showing significance of Academic Achievement on Emotional immaturity

Category	N	Mean	SD	df	't' value	Result
Low Achiever	163	90.64	23.326	355	1.796	NS
High Achiever	194	86.41	21.103			p>0.05

NS- Not Significant

The table no. 1 shows that the value of 't' is found 1.796 which is not significant at 0.05 level. Hence the first hypothesis is not rejected. From this it may be said that there is no significant influence of academic achievement of pre-service student teachers on their emotional maturity. This indicates that emotional maturity is independent of low and high achiever pre-service student teachers.

In addition to this, the researcher intended to explore the influence of academic achievement on the factors of emotional maturity separately. The significance value of the academic achievement of the pre-service student teachers and the factors of emotional maturity are shown in table no. 2.

Table No. 2

Showing significance of Academic Achievement and factors of Emotional Immaturity

S. No.	Factors of emotional immaturity	Category of academic achievement	N	Mean	S D	df	't' value	Result
1	Emotional Instability	Low Achiever	163	21.12	6.687	355	2.366*	S p<0.05
		High Achiever	194	19.51	6.214			
2	Emotional Regression	Low Achiever	163	20.63	6.961	355	0.520	NS p>0.05
		High Achiever	194	20.26	6.444			
3	Social Maladjustment	Low Achiever	163	17.57	5.043	355	0.402	NS p>0.05
		High Achiever	194	17.35	5.465			
4	Personality Disintegration	Low Achiever	163	15.92	5.139	355	2.109*	S p<0.05
		High Achiever	194	14.80	4.844			
5	Lack of Independence	Low Achiever	163	15.23	5.218	355	0.876	NS p>0.05
		High Achiever	194	14.76	4.785			

NS = Not significant , * significant at 0.05 level

Table no. 2 reveals that significant influence of Academic Achievement of pre-service student teachers was found in the areas of Emotional Instability ($t=2.366$) and Personality Disintegration ($t=2.109$). This shows that the academic achievement of pre-service student teacher is influencing the two factors of emotional maturity. From the factor ‘Emotional Instability’ it may be said that the pre-service student teachers with high academic achiever ($M=19.51$, $SD=6.214$) are more emotionally stable than that of the low academic achiever ($M=21.12$, $SD=6.687$). And From the factor ‘Personality Disintegration’ it may be said that the pre-service student teachers with high academic achiever ($M=14.80$, $SD=4.844$) are more integrated personality than that of the low academic achiever ($M=15.92$, $SD=5.139$). But the value of ‘t’ is not significant between low and high achiever pre-service student teachers and rest of three factors of emotional maturity i.e. Emotional Regression ($t=0.520$), Social Maladjustment ($t=0.402$) and Lack of Independence ($t=0.876$). This indicates that emotional regression, social maladjustment and lack of independence factors of emotional maturity are independent of low and high achiever pre-service student teachers.

H₀₂ : There is no significant influence of gender of pre-service student teachers on their emotional maturity.

Table No. 3

Significance of ‘t’ in respect of Gender and Emotional Immaturity

Category	N	Mean	SD	df	‘t’ value	Result
Male	183	87.13	23.085	355	1.056	NS
Female	174	89.61	21.252			p>0.05

NS- Not Significant

The table no. 3 shows that the value of ‘t’ is found 1.056 which is not significant at 0.05 level. Hence the second hypothesis is not rejected. From this it may be concluded that there is no significant influence of gender of pre-service student teachers on their emotional maturity. And also value of ‘t’ is not found significant at 0.05 level in respect of all the factors of emotional maturity i.e. Emotional Instability ($t=1.336$), Emotional Regression ($t=1.668$), Social Maladjustment ($t=0.160$), Personality Disintegration ($t=0.266$) and Lack of Independence ($t=1.049$). From this it may be say that the emotional maturity is independent of male and female pre-service student teachers. This indicates that the male pre-service student teachers do not differ significantly from their female counterparts in respect of their emotional maturity and all factors of emotional maturity.

H₀₃: There is no significant influence of gender of pre-service student teachers on their academic achievement.

Table No. 4
Significance of ‘t’ in respect of Gender and Academic Achievement

Category	N	Mean	SD	df	‘t’ value	Result
Male	183	54.75	7.419	355	3.346**	S
Female	174	57.39	7.465			p<0.01

**** Significant at 0.01 level**

The table no. 4 shows that the value of ‘t’ is found 3.346 which is significant at 0.01 level ($p<0.01$). Hence the third hypothesis of this study is rejected. From this, it may be concluded that there is significant influence of gender of pre-service student teachers on their academic achievement. This shows that female pre-service student teachers do differ significantly from their counterparts in respect of academic achievement. When means are compared, it is found that female pre-service student teachers ($M=57.39$, $SD=7.465$) are greater in academic achievement than that of the male ($M=54.75$, $SD=7.419$) pre-service student teachers. From this it may be inferred that the female pre-service student teachers are significantly higher academic achiever in comparison with those of male counterparts.

H₀₄: There is no significant influence of residential area of pre-service student teachers on their emotional maturity

Table No. 5
Significance of ‘t’ in respect of Residential area and Emotional Immaturity

Category	N	Mean	SD	df	‘t’ value	Result
Rural	159	87.17	21.951	355	0.893	NS
Urban	198	89.28	22.435			p>0.05

NS- Not Significant at 0.05 level

The table no. 5 shows that the value of ‘t’ is found 0.893 which is not significant at 0.05 level ($p>0.05$). Hence the fourth hypothesis is not rejected. From this it may be concluded that there is no significant influence of residential area of pre-service student teachers on their emotional maturity. And also value of ‘t’ is found no significant at 0.05 level in respect of all the factors of emotional maturity i.e. Emotional Instability (‘t’=1.711), Emotional Regression (‘t’=1.495), Social Maladjustment (‘t’=0.169), Personality Disintegration (‘t’=0.189) and Lack of Independence (‘t’=0.022). From this it may be say that the emotional maturity is independent of rural and urban located pre-service student teachers. This indicates that the rural pre-service student teachers do not differ significantly from their counterparts.

urban counterparts in respect of their emotional maturity and all factors of emotional maturity.

H₀₅: There is no significant influence of residential area of pre-service student teachers on their academic achievement.

Table No. 6
Significance of ‘t’ in respect of Residential area and Academic Achievement

Category	N	Mean	SD	df	‘t’ value	Result
Rural	159	54.54	6.731	355	3.411**	S
Urban	198	57.24	7.959			p<0.01

**** Significant at 0.01 level**

The table no. 6 shows that the value of ‘t ‘ is found 3.411 which is significant at 0.01 level (p<0.01). Hence the fifth hypothesis of this study is rejected. From this, it may be concluded that there is significant influence of residential area of pre-service student teachers on their academic achievement. This shows that urban located pre-service student teachers do differ significantly from their rural counterparts in respect of academic achievement. When means are compared, it is found that urban located pre-service student teachers (M=57.24, SD=7.959) are greater in academic achievement than that of the rural located (M=54.54, SD=6.731) pre-service student teachers. From this it may be inferred that the urban pre-service student teachers are significantly higher academic achiever in comparison with those of rural counterparts.

Conclusion

The analysis of the findings reveals that there is no significant influence of academic achievement of pre-service student teachers on their total score of emotional maturity and three factors of emotional maturity i.e. ‘Emotional Progression’, ‘Social Adjustment’ and ‘Independence’. This indicates that emotional maturity, emotional progression, social adjustment and independence factors of emotional maturity are independent of low and high achiever pre-service student teachers. But the significant influence was found two factors of emotional maturity i.e. ‘Emotional Stability’ and ‘Personality Integration’. The pre-service student teachers with high academic achiever are more emotionally stable and more integrated personality than that of the low academic achiever.

The male pre-service student teachers do not differ significantly from their female counterparts in respect of their emotional maturity and all factors of emotional maturity. Female pre-service student teachers do differ significantly from their counterparts in respect

of academic achievement. The female pre-service student teachers are significantly higher academic achiever in comparison with those of male counterparts

The rural pre-service student teachers do not differ significantly from their urban counterparts in respect of their emotional maturity and Emotional Stability, Emotional Progression, Social Adjustment Personality Integration and Independence factors of emotional maturity. Urban located pre-service student teachers do differ significantly from their rural counterparts in respect of academic achievement. From this it may be inferred that the urban pre-service student teachers are significantly higher academic achiever in comparison with those of rural counterparts.

Educational Implications

The study revealed that the emotional maturity and the factors i.e. emotional regression, social maladjustment and lack of independence is independent of low and high achiever pre-service student teachers, but emotional instability and personality disintegration these two factors were influenced by academic achievement. For this, all student teachers have to work together for developing emotional stability and personality integration. Student teachers can inculcate the right values through community services, work experience, meditation, and physical exercise like 'Yoga' in their day to day life.

Now a day it is seen that some Self-financed B. Ed. colleges has become only degree distributing institutions. College management only charge arbitrary fees from student teachers, but does not provide any educational facility. The staff members of B. Ed. college is only nominal but full on paper in staff profile, in reality only one or two educators with one computer operator-cum- Clerk are working in the educational institutions. If this happens then how will the emotional as well as all type of psychological, sociological and philosophical development of student teachers be done?.....That's why an organization like NCTE, MHRD, Education Ministry of State Government should take strict action urgently. University needs to do its work smoothly and seriously. Student teachers should come to the college in regular mode, should attend the regular classes and be involved in all the two years or four years B. Ed. curriculum and practicum. Student teachers should participate in all co-curricular activities for development of their confidence, attributes and personality. Teacher educators and principal of institute should motivate students to achieve their goals.

The study also revealed that urban located pre-service student teachers are higher in academic achievement than rural counterparts. For that, the government should create an

environment of quality education in schools and college in rural areas, and provide good facilities with well- equipped infrastructure in rural areas, so that they are equal to the students of urban areas.

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