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ABSTRACT

The main objectives of the study are to find out the difference and relationship in the level of emotional maturity and its significant academic achievement of B.Ed students. In the present study, Descriptive survey method is adopted. For this study, 50 B.Ed students were randomly selected from the Chennai District. The Emotional Maturity Questionnaire (EMQ) developed by Dr. Yashvir Singh which a self is rating questionnaire used for this study. The weightage of 5,4,3,2 and 1 are given for the categories "Very much", "Much", "Undecided", "Probably" and "Never" respectively. The net score of an individual with respect to emotional maturity is the sum of all scores. The Reliability of the tool, Emotional Maturity Scale was established by split half method and it worked out to be 0.65. This study found that the B.Ed students have moderate level of Emotional Maturity; they differ in Emotional Maturity based on their locality and educational Level. Students who have completed Post Graduation having more emotional maturity than students with Graduation. This is due to their higher qualification, experience and exposure. There exists a positive relationship between emotional maturity and academic achievement. This study provides an insight about emotional maturity and academic achievement of student teachers in relation with locality and Educational level. Student Teachers are the future human resource of our nation and their emotional maturity is important to successful living to cope with the challenges they would encounter in their classroom.



KEYWORDS :*Emotional Maturity, Academic Achievement, Emotional Behavior.*

INTRODUCTION :

Emotional maturity is defined as, "A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally". In brief emotional maturity can be called as the process of impulse control through the agency of "self" or "ego". Emotional maturity is a requirement for starting and maintaining relationships to live as a good social being. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships.

OBJECTIVES

1. To find the level of emotional maturity of B.Ed. students.
2. To study whether there is any significant difference in the level of emotional maturity and academic achievement in relation to variables such as Educational level and Locality of B.Ed. students.
3. To study the relationship between Emotional Maturity and Academic achievement of B.Ed. students.

METHODOLOGY AND SAMPLE: In the present study Descriptive survey method was adopted. For the purpose of the study, 50 B.Ed. students were randomly selected from the Chennai District

TOOL: The Emotional Maturity Questionnaire (EMQ) developed by Dr. Yashvir Singh, and it is a self rating questionnaire. The weightage of 5,4,3,2 and 1 are given for the categories "Very much", "Much", "Undecided", "Probably" and "Never" respectively. The net score of an individual with respect to emotional maturity is the sum of all scores. The Reliability of the tool, Emotional Maturity Scale was established by split half method and it worked out to be 0.65, thus indicating a high reliability of the tool.

PROCEDURE: The emotional maturity scale and personal sheet was administered on B.Ed students and scoring was done. The scores were tabulated and analyzed by using the appropriate statistical techniques. Academic Achievement scores were collected based on the previous semester examination.

OBJECTIVE TESTING

TABLE – 1: Level of Emotional Maturity of B.Ed. students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Maturity	11	22.00	26	52.00	13	26.00

From the above table, it is evident that most of the students belongs to the moderate level of emotional maturity.

DATA ANALYSIS AND INTERPRETATION

Hypothesis-1: There is no significant difference between the rural and urban B.Ed. students in their emotional maturity.

TABLE-2: 't' value for Emotional Maturity of B.Ed students based on their Locality

Locality	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Rural	30	82.37	10.57	0.85	1.96	NS
Urban	20	85.10	11.50			

Table 2 shows that the obtained t-value is 0.85, which is lesser than the table value. Hence the null hypothesis is accepted. It concluded that rural and urban B.Ed students do not differ in their emotional maturity.

Hypothesis-2: There is no significant difference between the UG and PG B.Ed. students in their emotional maturity.

TABLE – 3: t-value for Emotional Maturity of B.Ed. students based on their Educational level

Educational Level	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Under Graduation	27	80.63	10.85	2.06	1.96	S
Post Graduation	23	86.78	10.25			

Table 3 shows that the obtained t-value is 2.06, which is greater than the table value. Hence the null hypothesis is rejected. It is inferred that there is a significant difference between the Under Graduate and Post Graduate students in their emotional maturity.

Hypothesis -3: There is no significant relationship between the emotional maturity of B.Ed. students and their academic achievement in total and with regard to back ground.

TABLE – 4: Relationship between the Emotional Maturity of B.Ed. students and their Academic Achievement

Variable	Category	N	Calculated 'r' Value	Table Value	Remark
Locality	Rural	30	0.764	0.361	S
	Urban	20	0.817	0.444	S
Educational Level	UG	27	0.886	0.381	S
	PG	23	0.630	0.413	S
Total		50	0.787	0.279	S

Table 4 shows that there is significant relationship between emotional maturity and academic achievement in B.Ed students based on their Locality and Educational level.

FINDINGS OF THE STUDY

1.B.Ed students have moderate level of Emotional Maturity; they differ in Emotional Maturity based on their locality and educational Level. Those who have completed Post Graduation having more emotional maturity than those who have completed Graduation. This may due to their higher qualification, experience and exposure.

2.There exists a positive relationship between emotional maturity and academic achievement.

CONCLUSION

Emotional maturity is very much essential for the future teachers for the success in their career and profession as well. This study inferred an insight about emotional maturity and academic achievement of teachers of in relation with locality and Educational level. Teachers are the future human resource of our nation and their emotional maturity is important to successful living to cope with the challenges they would encounter in their classroom. Only a balanced teacher can create a balanced society.

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