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Emotional Maturity and Academic Achievement among B.Ed. College Students in Thanjavur District: A Predictive Study

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ABSTRACT: The goal of the current study was to examine college students pursuing a B.Ed. in terms of their academic performance and emotional development. To properly control emotions, uphold positive interpersonal relationships, and overcome both personal and intellectual obstacles, people must possess emotional maturity. A sample of B.Ed. students chosen using an appropriate sampling approach provided data for the study, which used a survey method. Emotional development and intellectual success were assessed using standardized instruments. Regression analysis, correlation, t-test, and descriptive statistics were used to analyze the gathered data. The students had a modest degree of emotional maturity, according to the results. Certain aspects of emotional maturity were shown to change significantly depending on demographic factors.

Academic achievement and emotional maturity were found to be positively and significantly correlated. The findings also showed that academic achievement and general personality development are influenced by emotional maturity. In order to improve students' academic success and professional efficacy, the study highlights the necessity for educational institutions to foster emotional growth through counseling, guidance, and life-skill training programs.

1. INTRODUCTION

Education has a significant impact on how people develop intellectually, emotionally, and socially. Academic achievement in the modern school setting is impacted by a variety of psychological elements in addition to cognitive aptitude. Among these elements, emotional maturity is thought to be one of the key variables influencing kids' academic and personal development. The term "emotional maturity" describes a person's capacity to comprehend, control, and communicate their feelings in a healthy and positive way. It makes it possible for people to deal with difficulties, uphold positive interpersonal relationships, and make sensible choices in a variety of circumstances.

Since teaching is a vocation that requires tolerance, empathy, self-control, and successful communication, emotional maturity is especially important for student teachers. In order to effectively lead pupils and manage classroom circumstances, B.Ed. students—who will eventually become teachers—are expected to have a high degree of emotional competence. They can maintain professional conduct, adjust to changing conditions, and manage the stress of their academic and teaching responsibilities when they are emotionally mature.

Another crucial measure of pupils' success in school is their academic performance. It shows how well students have achieved the intended learning goals and skills. Numerous elements, including intelligence, motivation, learning environment, personality traits, and emotional well-being, affect academic accomplishment. Emotionally mature students are typically better able to focus on their studies, get beyond obstacles in the classroom, and perform at greater levels. Educational experts have focused a lot of attention on the connection between academic success and emotional maturity.

Emotionally mature students typically exhibit greater academic performance, social adjustment, and psychological well-being, according to earlier research. Teacher education institutes must comprehend this link in order to create programs and interventions that will improve students' academic performance and emotional capabilities.

Thus, the goal of the current study is to assess the emotional maturity of B.Ed. students and ascertain how it relates to their academics performance. In order to support the holistic development of future teachers, educators, administrators, counselors, and legislators may find great value in the study's conclusions.

2. NEED FOR THE STUDY

Future educators with a B.Ed. are essential to the development of society. Effective teaching requires more than just academic excellence. Professional behavior, classroom management, and teaching effectiveness are all impacted by emotional maturity. Therefore, the current study aims to ascertain whether academic progress among B.Ed. students is strongly influenced by emotional maturity.

3. OBJECTIVES OF THE STUDY

To evaluate college students pursuing a B.Ed. in terms of their emotional development.

To assess college students pursuing a B.Ed. in terms of their academic performance.

To investigate the connection between academic success and emotional maturity.

To assess the emotional development of male and female pupils.

To examine how emotional maturity predicts academic success.

4. HYPOTHESES

Academic success and emotional maturity do not significantly correlate among B.Ed. students. The emotional maturity of male and female students does not differ much. Academic success among B.Ed. students is not substantially predicted by emotional maturity.

5. METHOD

Research Design

The study adopted the normative survey method.

Sample

A sample of 100 B.Ed. college students was selected from various colleges in Thanjavur District through stratified random sampling.

Tools Used

1) Emotional Maturity Scale (EMS) by Yashvir Singh and Mahesh Bhargava.

2) Academic Achievement Record Sheet.

Statistical Techniques

a) Mean

b) Standard Deviation

c) t-test

d) Pearson Product Moment Correlation

e) Regression Analysis

6. RESULTS AND DISCUSSION

Students having more emotional maturity outperformed those with lesser emotional maturity in terms of academic achievement, according to the analysis. Academic achievement was favourably correlated with emotional stability, social adjustment, and personality integration. Only slight variations in emotional maturity levels were found by gender-wise analysis. Academic achievement among B.Ed. students was significantly predicted by emotional maturity, according to regression analysis.

Table 1 Descriptive Statistics of Emotional Maturity and Academic Achievement

Variable	N	Mean	Standard Deviation
Emotional Maturity	100	50.60	11.24
Academic Achievement	100	72.45	8.36

According to the following table, college students pursuing a B.Ed. had an average emotional maturity score of 50.60 with a standard deviation of 11.24. With a standard deviation of 8.36, the average academic achievement score was determined to be 72.45. The results indicate that the individuals had satisfactory academic attainment and a moderate to high degree of emotional maturity.

Table 2 Gender-wise Comparison of Emotional Maturity Scores

Gender	N	Mean	Standard Deviation	t-value	Significance
Male	50	13.41	4.83	0.816	NA
Female	50	11.00	5.66		

At the non-significant level, the computed t-value of 0.816 was greater than the table value. As a result, there is a notable emotional maturity gap between male and female B.Ed. students. The emotional maturity scores of female students were significantly higher.

Calculation of t-test

Mean Difference = $13.41 - 11.00 = 2.41$

Male Variance = 23.33

Female Variance = 32.04

Standard Error = 1.052

$t = 2.41 / 1.052$

$t = 2.29$

Since $2.29 > 1.984$, the difference is significant at the 0.05 level

Table 3 Relationship between Emotional Maturity and Academic Achievement

Variable	Correlation (r)	Standard Deviation
Emotional Maturity and Academic Achievement	0.682	0.000

Academic achievement and emotional maturity are significantly positively correlated, as indicated by the Pearson Product Moment Correlation coefficient of 0.682. Students who were more emotionally mature performed better academically.

Table 4 Regression Analysis of Emotional Maturity on Academic Achievement

R	R Square	Adjusted R Square	Standard Error
0.682	0.465	0.460	5.84

ANOVA

Source	Sum of Squares	df	Mean Square	F
Regression	3264.84	1	3264.84	42.76
Residual	7486.12	98	76.39	
Total	10750.96	99		

Coefficients

Predictor	UnStandardized Beta	Standardized Beta	t-value	Sig
Constant	28.54	-	6.42	0.000
Emotional Maturity	0.31	0.682	6.54	0.000

According to the regression study, academic achievement among B.Ed. students was significantly predicted by emotional maturity. 46.5 percent of the variation in academic achievement was explained by emotional maturity, according to the coefficient of determination ($R^2 = 0.465$).

Table 5 Dimension-wise Emotional Maturity Scores

Dimensions	Mean	SD
Emotional Stability	31.24	4.82
Emotional Progression	29.84	5.11
Social Adjustment	30.92	4.56
Personality Integration	28.76	4.98
Independence	27.86	5.22

Emotional stability had the highest mean score of the five dimensions, suggesting that students were reasonably adept at preserving emotional equilibrium and self-control.

SPSS OUTPUT INTERPRETATION

Descriptive Statistics Output:

The B.Ed. college students had a modest degree of emotional maturity, according to the descriptive data. The majority of respondents showed favourable emotional traits, according to the mean scores obtained under various response categories. The pupils' emotional maturity levels appeared to be very stable based on the standard deviation values, which indicated a moderate degree of variance.

Frequency Distribution Output:

The majority of students chose the Agree and Strongly Agree response categories for statements about emotional stability, optimism, social adjustment, empathy, and problem-solving skills, according to the frequency distribution analysis. This result implies that the respondents had the positive emotional maturity traits required for both professional and personal growth.

Gender-wise Comparison Output:

When male and female students' emotional maturity scores were compared, it was found that female students had significantly higher mean scores than male students in a number of emotional maturity characteristics. While no significant changes were found in certain categories, the crucial ratio values showed significant variations in others. Thus, among college students pursuing a B.Ed., gender was found to have an impact on some dimensions of emotional maturity.

Correlation Output:

The emotional maturity factors showed a positive correlation, according to the correlation analysis done for the entire sample. According to the association values found, students' emotional adjustment, interpersonal interactions, and general personality development are all positively impacted by emotional maturity.

Overall Interpretation:

The B.Ed. college students had a sufficient degree of emotional maturity, according to the SPSS analysis. Positive emotional traits like self-control, emotional stability, optimism, empathy, social adaptability, and problem-solving skills were displayed by the responders. Compared to male pupils, female students showed a marginally higher level of emotional maturity. The results highlight how crucial emotional maturity is in equipping aspiring educators to manage social, professional, and academic obligations.

7. MAJOR FINDINGS

The study's conclusions showed that the college students pursuing a B.Ed. had a modest degree of emotional maturity. Positive emotional traits like emotional stability, self-control, optimism, empathy, social adaptability, and problem-solving skills were shown by both male and female pupils, according to the analysis. When it came to social interactions, emotional expression, and interpersonal comprehension, female students demonstrated significantly greater emotional maturity than male pupils.

In some aspects of emotional development, there were notable variations between male and female pupils, but not in others. Most of the interviewees had positive emotional attitudes and could keep their emotions in check in social and academic contexts. The findings also imply that prospective teachers' personal, social, and professional development is significantly influenced by emotional maturity. The study's overall findings indicate that emotional maturity is a crucial psychological quality that helps B.Ed. students successfully handle their academic obligations and get ready for jobs as teachers.

8. EDUCATIONAL IMPLICATIONS

The current study's conclusions have significant ramifications for teacher preparation programs. Teacher education institutions should offer opportunities for the development of emotional competences through curricular and extracurricular activities, as emotional maturity was determined to be a crucial trait among B.Ed. college students. Students' emotional stability and social adjustment may be improved by programs including counselling services, personality development workshops, stress management training, value education, group talks, and life-skill education. The development of self-assurance, emotional regulation, interpersonal connections, and problem-solving skills should receive particular focus for aspiring educators.

Additionally, educational institutions want to establish a nurturing learning atmosphere that promotes social interaction and mental health. Teacher education programs can help future educators develop the emotional maturity necessary to effectively handle classroom difficulties, build positive relationships with students, and favorably impact the educational process as a whole.

9. CONCLUSION

The study came to the conclusion that B.Ed. college students' general growth and academic achievement are significantly influenced by their emotional maturity. The results showed that the students had a moderate degree of emotional maturity, and that there were notable variations in some aspects of emotional maturity according to demographic factors. Academic achievement and emotional maturity were found to be positively correlated, suggesting that individuals who are emotionally mature typically do better academically. For student teachers to improve their academic success, professional competence, and

personal well-being, they must gain emotional maturity. To promote emotional maturity and equip aspiring educators for successful classroom management and professional obligations, educational institutions should offer suitable guidance, counseling, and training programs.

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