

## ACADEMIC ACHIEVEMENT OF B.ED. TRAINEES IN RELATION TO THEIR EMOTIONAL MATURITY AND SELF CONCEPT

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### ABSTRACT

*Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein and a teacher is a person who helps others to acquire knowledge, competences or values. A teacher is not just a mere passenger of information, he is more than that. Apart from performing the role of teacher he should be in such a position to guide and understand his/her students' emotions, feelings and able to have supportive relationship. For this he should be Emotionally Mature and have better knowledge of his/ her i.e., Self Concept.*

**Key words: Academic Achievement, Emotional Maturity, Self-Concept**

### INTRODUCTION

When we talk about education it is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein and a teacher is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). But In most countries, formal teaching is usually carried out by paid professional teachers and these teachers in India have to take some formal training in a teacher education institution and in this educational process, a good and effective teacher occupies a place of tremendous importance.

A person who is emotionally mature will have better adjustment with himself as well as with others. Emotionally mature persons will have more satisfaction in life; he will be satisfied with what he is having, of course trying to achieve more. He will have balanced attitude. He will have more positive than negative attitude

towards life. To give meaning to the concept of emotional maturity as applied to children, it would be necessary to take into account maturity at various developmental levels leading up to mature adult level. Even at adult level, there should be gradation, as the science of germination probably will find that there are pronounced differences between mature adult of 25 and mature adult of 45 that are just truly developmental in nature. Cole (1954) says, 'The chief index of emotional maturity is the ability to bear tension'.

In the view of Murray (2003), there is no correlation between chronological age, intellectual age, social age or emotional age. Just because someone is 'grown-up' by chronological age does not mean they are 'grown-up' emotionally. Chronological maturity and intellectual maturity combined with emotional immaturity is not common and is potentially dangerous. A person whose body and mind is adult, but whose emotional development is that of a child can wreck havoc in the life of himself and of others. Our relationships are dependent upon one total emotional development. The best way to understand our relationships is to understand our self. The single most important task for any person wishing to improve his relationships is to increase his self-esteem and emotional maturity. One who opines to determine the level of one's emotional maturity, compare one's behavior to the symptoms of emotional

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immaturity and the characteristics of emotional maturity. So, emotional maturity implies proper emotional control, which means neither repression nor violent expression. An emotionally mature person has in his possession almost all types of emotional positive or negative and is able to express them at appropriate time in appropriate degree.

The importance of emotional maturity in life cannot be ignored. Truly educated person is one whose emotions are trained and under control. As the B.Ed. Trainees are future teachers who deal with the student at the transition stage who face lot of emotional problems. Hence it is better to train them themselves at the preparation to have knowledge of their self and an understanding of the emotions i.e., make them emotionally mature and possess all the capacities to make use of the opportunities and available resources for students' welfare and in other hand self concept of the B.Ed. trainees are having much more importance as the Self Concept is one's image in one's eyes. Every person tries to equip oneself in such a manner, so as to be liked by others. Self Concept helps the individual in various important moments of life, e.g. in judgment, in decision making and in other various situations. It is an important mental apparatus which influences every function of life.

A realistic Self Concept helps an individual to grow professionally and also helps in proper emotional adjustment with the environment. An individual's behavior and adjustment in one's society are determined by his attitude, perception and feeling about himself as well as the perception of others towards him. Self Concept plays a very important role in understanding this complex human behavior. Self Concept is the picture of own. It is his view of himself as distinct from who he is viewed by other on the basis of his behavior. Roger has derived a systematic form of Self Concept. The individual's Self Concept is the picture of image of himself, his views of himself as distinct from other persons and things. The Self-Image incorporates his perception of what he really likes and his worth as a person as well as his aspirations for growth and accomplishment. Self-concept is not a substance but a process in which three stages viz., self identity, self evaluation and self ideal will take place.

The study of 'self' and 'self-concept' has attracted the attention of psychologists and educators for quite some time part now. It has been suggested that the overall performance of a teacher in the class-room largely dependent on his self-concept. Dinkmeyer (1965) has defined self as including one's feeling about himself, other persons, society and his universe of experience including his conviction, values, goals and attitudes. The idea of self-concept was originally proposed by Lecky (1945) who perceived a casual relationship between learning and self-concept. According to Lecky's theory perception of one's self, in fact, is the prime motive in all behavior. "The self-concept is an image which an individual's has of themselves". The term self-concept means the picture or image a person has of him/herself". Every person perceives himself in some image. This is an image that he forms for himself. A teacher tends to be a model for their pupils and they try to copy and follow his activities, personality and behavior patterns. A teacher should be appealing, attractive, inspiring and effective. Moreover, his or her teaching should be head and heart-touching of the students which provides intrinsic motivation to his/her students.

The impact of a teacher is surely not due to solely to what he knows or even what he does, but in a very real sense to what he is? If the teachers have positive self-concept and emotionally mature his/her performance is better and gets more success in his everyday life and they may be successful in the proper guidance of their students because full physical growth alone cannot define the person's emotional maturity and self concept. Therefore, with this background in the present study the researcher made an attempt to know same about the Emotional Maturity and Self Concept of B.Ed. Trainees.

### **SIGNIFICANCE OF THE STUDY**

Emotional maturity is the ability to understand and handle one's emotion. Not only it is essential in solving of the problems and determining the character as well it also helps to control the growth of the individual's development, where as the Self concept refers to the personality pattern of the individual. It is a self image or the view which show the characteristic of a person. Also it

is an attitude of thoughts, beliefs, vision, values by which a person or an individual live with it and responses to others.

Today in the world of fastest growing schools and educational institutes the teachers are to be trained with what it is require in it. If teacher himself or herself lacks in understanding the Emotional Maturity and Self Concept then how can a student have harmonious development. As the teacher is the role model for their students and their emotional maturity affects the working of a teacher and his/her performance, so directly-indirectly it affects the students also. Full physical growth alone cannot define the person's emotional maturity and self concept; a healthy person must be emotional mature and must have clear self concept. Therefore, there was a need for conducting this kind of study on B.Ed. Trainees in present scenario of two year B.Ed. course.

#### LITERATURE REVIEW

Pawar and Ahire (2016) in their study "Emotional Maturity of Aided and Unaided B.Ed. College Teacher Trainees with Reference to Gender" found that there is significant difference of aided and unaided B.Ed. college teacher trainees on Emotional Maturity. Sarita, Kavita and Sonam (2016) in their study "A comparative study of an Emotional Maturity of undergraduate & postgraduate students" results indicated that there was no significant difference in emotional maturity between undergraduate and postgraduate students. Maheshwari (2015) conducted the present study to assess and compare the self-concept of B.Ed. and Special B.T.C. prospective teachers. Research revealed that there is no significant difference in the self-concept of B.Ed. and Special B.T.C. arts, science and low economic status prospective teachers. Yeshodhara (2014) in her study "Emotional Intelligence and Self Concept of B.Ed. students" revealed that there is positive significant relationship between Emotional Intelligence and Self Concept. Students from unaided colleges have possessed high level of Self Concept compared to students are significantly different from male B.Ed. student as far as Emotional Intelligence is considered. Sinha (2014) in his study "Emotional Maturity and Adjustment of

College Student" revealed that Level of emotional maturity and adjustment of students were positively correlated and there were significant differences between boys and girls student in term of their emotional maturity and adjustment viewpoint. Gupta (2014) in his study on "Self-Concept, Academic Achievement and Achievement Motivation of the Students" results revealed that gender difference was significant for four dimensions of self-concept out of six dimensions considered. However, for academic achievement and achievement motivation, gender difference was not found to be significant. Chetri (2014) in her study "Self Concept and Achievement Motivation of Adolescents and their Relationship with Academic Achievement" found that no significant difference was observed in the self concept of the student in gender, locale and management variation. Lawrence and Vimala (2013) carried out a study on "Self-Concept and Achievement Motivation of High School Students". Finding shows that there is a significant relationship between self-concept and achievement motivation of high school students. Mahmoudi (2012) carried out a study on "Emotional Maturity and Adjustment Level of College Students" and high positive correlation was obtained between emotional maturity and overall adjustment. Subbarayan and Visvanathan (2011) in their study on "A Study on Emotional Maturity of College Students" found that the emotional maturity of college students is extremely unstable.

#### KNOWLEDGE GAP

By the observing above mentioned studies researcher found that several studies were conducted on emotional maturity and self concept of school children, college students but very less study were conducted on B.Ed. trainees on their self concept and emotional maturity. Thus researcher found here a knowledge gap in the field of variables like self-concept and emotional maturity of B.Ed. trainees as they are the future fortune makers of our country.

#### STATEMENT OF THE STUDY

Academic Achievement of B.Ed. Trainees in Relation to their Emotional Maturity and Self Concept

**OPERATIONAL DEFINITION OF THE TERMS USED**

**Academic Achievement:** In present study the Academic Achievement refers to the marks obtained by the B.Ed. Trainees in their semester end examinations.

**B.Ed. Trainees:** In present study the students pursuing B.Ed. course were referred as B.Ed. Trainees.

**Emotional Maturity:** "Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagree circumstance." With reference to present study Emotional Maturity was the scores obtained on Emotional Maturity Scale.

**Self-Concept:** "Self-concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself." With reference to present study, Self Concept was the scores obtained on Self Concept Scale.

**OBJECTIVES OF THE STUDY**

1. To compare the Academic Achievement of B.Ed. Trainees with positive and negative self concept.
2. To compare the Academic Achievement of B.Ed. Trainees in different level of Emotional Maturity.
3. To find out the correlation between Emotional Maturity and Academic Achievement of B.Ed. Trainees.
4. To find out the correlation between Self Concept and Academic Achievement of B.Ed. Trainees.
5. To find out the correlation between Emotional Maturity and Self Concept of B.Ed. Trainees.

**HYPOTHESES OF THE STUDY**

**H01:** There is no significant difference between Academic Achievement of B.Ed. Trainees with positive and negative Self Concept.

**H02:** There is no significant difference between Academic Achievement of B.Ed. Trainees in different level of Emotional Maturity.

**H03:** There is no significant relationship between Emotional Maturity and Academic Achievement of B.Ed. Trainees.

**H04:** There is no significant relationship between Self Concept and Academic Achievement of B.Ed. Trainees.

**H05:** There is no significant relationship between Emotional Maturity and Self Concept of B.Ed. Trainees.

**DELIMITATIONS OF THE STUDY**

1. The present study was conducted on B.Ed. Trainees only.
2. The present study was confined to Birbhum district, West Bengal only.
3. Education qualification and Socio-economic Status of B.Ed. Trainees were not be considered for this study.

**METHODOLOGY OF THE STUDY**

In the present study "descriptive survey" methods of research was used. B.Ed. Trainees of Birbhum district were the population of the study. For the present study, 120 B.Ed. Trainees were selected by purposive sampling technique from Visva-Bharati, Santiniketan, West Bengal.

**TOOLS USED**

To measure the Emotional Maturity, "Emotional Maturity Scale" Developed by Singh and Bhargava (2005) and to measure the Self-Concept, "Self Concept Scale" Developed by Deo (2005) were used in this study.

**STATISTICS USED**

Mean, SD, t-test and Product Moment correlation were used for calculating the data.

**DATA ANALYSIS AND INTERPRETATION**

All analysis was made on the basis of hypothesis formulated objective wise.

**Table 1: Showing comparison of the Academic Achievement of B.Ed. Trainees with positive and negative Self Concept**

Variable	Self Concept Type	N	Mean	S.D.	t-value
Academic Achievement	Positive	114	76.65	7.06	1.077
	Negative	6	79.81	5.55	

By the observation of the above Table 1 we can see that obtained value is (1.077). With 118 degree of freedom the table value is 1.98 at 0.05 level of significant and 2.62 at 0.01 level of significant. It is found that the obtained value is

less than the both level of significance. Therefore, the obtained value is not significant and null hypothesis stands accepted at both level.

The obtained data also shows that the mean value of self concept (negative) of B.Ed. Trainees is 79.81 which are greater than the mean value of self concept (positive) that is 76.65.

**Table-2: Showing comparison of Academic Achievement of B.Ed. Trainees in different level of Emotional Maturity**

Variable	Emotional Maturity Type	N	Mean	S.D.	t-value
Academic Achievement	Mature	29	77.45	7.42	0.568
	Immature	91	76.60	6.90	

The observation of Table 2 demonstrates that the obtained value is .568. With 118 degree of freedom the table value is 1.98 at 0.05 level of significant and 2.62 at 0.01 level of significant. It is found that the obtained value is less than the both level of significant. Therefore, it is not significant and null hypothesis is accepted at both level of significant.

The obtained data also shows that the mean value of Emotional Maturity (Mature) of B.Ed. Trainees is 77.45 which are greater than the mean value of Emotional Maturity (Mature) that is 76.60 which means that the Academic Achievement of B.Ed. Trainees with mature Emotional Maturity is greater than the immature Emotional Maturity.

**Table 3: Showing correlation between Emotional Maturity and Academic Achievement of B.Ed. Trainees**

Variables	N	Correlation Coefficient (r)
Academic Achievement	120	0.638
Emotional Maturity	120	

By observing the Table 3 we can see that the obtained value of correlation coefficient is (0.638). Therefore it is found that academic achievement and emotional maturity of B.Ed. Trainees is positively correlated.

**Table 4: Showing correlation between Self Concept and Academic Achievement of B.Ed. Trainees**

Variables	N	Correlation Coefficient (r)
Self Concept	120	0.866
Academic Achievement	120	

The observation of the Table 4 demonstrates that the obtained value of correlation coefficient is (0.866). Therefore it is found that Self Concept and Academic Achievement of B.Ed. Trainees are highly correlated.

**Table5: Showing correlation between Emotional Maturity and Self Concept of B.Ed. Trainees**

Variables	N	Correlation Coefficient (r)
Emotional Maturity	120	0.494
Self Concept	120	

By observing the above Table 5 we can see that obtained value is (0.494) which shows positive correlation between emotional maturity and self concept. But there is correlation nearby the average value of correlation coefficient.

**RESULT AND DISCUSSION**

1. The researcher found that there is no significant difference between academic achievement and self concept (positive and negative) of B.Ed. Trainees. It shows the null hypothesis is accepted. Therefore, the hypothesis provided by the researcher found to be true.
2. The researcher found that there is no significant relationship between academic achievement and different level of emotional maturity of B.Ed. Trainees. This means that different level of emotional maturity of B.Ed. Trainees does necessarily determined their academic achievement. Here the null hypothesis was not rejected at the both level of significance (0.5% and .01%). It can be

concluded that the set hypothesis i.e. there is no significance difference between Academic achievements of B.Ed. Trainees in different level of emotional maturity stands accepted.

3. The researcher found that there is positive correlation between emotional maturity and academic achievement of B.Ed. Trainees. The obtained value of correlation of coefficient is (0.638). Therefore, the two variables are above averagely correlated (0.638). Therefore the hypothesis provided by the researcher i.e. there is no significant relationship between Emotional Maturity and Academic Achievement of B.Ed. Trainees is stands rejected.
4. The researcher found that the academic achievement is highly correlated with self concept of B.Ed. Trainees. The obtained correlation coefficient is (0.866). It can be concluded that the hypothesis provided by the researcher stands rejected.
5. The researcher found that the emotional maturity is positively correlated with self concept of B.Ed. Trainees. The obtained correlation value of these two variables is 0.494. It can be concluded that the hypothesis which is set by the researcher stands rejected.

### CONCLUSION

The results clearly indicate that the researcher found that there is no significant difference between academic achievement and self concept (positive and negative) of B.Ed. Trainees. The study also reveals that there is no significant relationship between academic achievement and different level (mature & immature) of emotional maturity of B.Ed. Trainees. This study also reveals that the Academic achievement and emotional maturity of B.Ed. Trainees is positively correlated and also the Self concept and academic achievement of B.Ed. Trainees are highly correlated as well as the emotional maturity is positively correlated with self concept of B.Ed. Trainees. Thus it can be concluded that the present study has yielded significant contribution for consideration of educationists, particularly to those responsible for: selecting pupils for teacher training colleges

imparting teacher education, developing the frame work of teacher-training programmes, recruiting teachers for employment, administration and management of schools and organization of professional development programmes for in-service teachers.

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