



Emotional maturity and study habits of B.Ed. trainees– A correlational study

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Abstract

Emotional maturity is one of the most important keys to lead a healthy and successful life. However, it is also very much relevant in the field of teaching and learning. On the other hand, study habits are equally important for teachers and students as well. The study was designed to find out the different types of correlation between emotional maturity and study habits in the field of B.Ed. training course. A number of 100 trainees pursuing B.Ed. were selected from colleges of Birbhum District (West Bengal). The investigators have selected a survey method to construct this descriptive study. The emotional maturity scale developed by Singh & Bhargava (2012) for assessment of emotional maturity was used. For study habits, the scale named Study Habits Inventory developed by M. N. Palshane and Anuradha Sharma (1989) was used. By contacting the concerned institutions, the investigators have collected the above-mentioned data. The findings conclude that significant correlation between emotional maturity and study habits in the field of B.Ed. training course.

Keywords: emotional maturity, study habits, B.Ed. trainees

Introduction

The scale of human behaviour is based on logic and consideration. Most human behaviour, however, is driven by emotions. One must understand the child's emotions to understand the child's behaviour. 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 as emotions play a major role in human life. The influence of emotions on human behaviour is vast and profound, as humans are rational creatures. The development of a healthy personality depends on the child's emotional development. Proper development and expression of emotions are necessary to live a healthy life both in formal and informal situations. If the development of emotions is not healthy, emotional behaviour would also not be well-balanced and acceptable in the concerned society.

Study habits are tough in understanding a person's overall educational capacities and potential. The B.Ed. student trainees' poor study habits impact both their theoretical knowledge and their ability to instruct. The impact of numerous elements on B.Ed. trainees' study habits should be thoroughly investigated with the correlation of their emotional maturity in order to support their professional and overall development.

Review of Related Literature:

The researchers have reviewed the various published articles in different journals. Rafaqi & Musheer (2019) ^[2] have studied emotional maturity, study habits and academic achievement and found a strong and positive relationship between emotional maturity, study habit and academic achievement. Dalal (2017) ^[1] have studied on home environment, Scientific Attitude, Study Habits And Emotional Maturity of Rural And Urban Adolescents of Haryana And Punjab States and found insignificant difference of emotional maturity and study habits between the two states. Singh (2017) ^[3] has studied emotional

maturity and study habits and found a successful relationship. Except these there is no research found.

Significance of the Study

It is important for a country to encourage their teachers for the overall development of students. The quality of teachers and teacher education systems is imperative among the most important ways to develop a nation. Education should prepare students to face the unknown, unpredictable and uncertain future. The quality of a Teacher Trainee 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. Study habits of B.Ed. Trainees also help to improve the emotional maturity and overall development of a trainee teacher. Emotional maturity is an important aspect of human life which is highly related to success in life. B.Ed. trainees 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 children.

The researchers have not found any research on emotional maturity and study habits 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 study are follows:

- To find out the relationship between emotional maturity and study habits of B.Ed. trainees.
- To find out the relationship between emotional maturity and study habits of B.Ed. trainees' gender wise.
- To find out the relationship between emotional maturity and study habits of B.Ed. trainees' type of institution wise.
- To find out the relationship between emotional maturity and study habits of B.Ed. trainees' area wise.

Hypotheses of the Study

The hypotheses for the study are follows:

- H₀₁:** There is no significant relationship between emotional maturity and study habits of B.Ed. trainees.
- H₀₂:** There is no significant relationship between emotional maturity and study habits of female B.Ed. trainees.
- H₀₃:** There is no significant relationship between emotional maturity and study habits of male B.Ed. trainees.
- H₀₄:** There is no significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to private training institutions.
- H₀₅:** There is no significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to govt.-aided training institutions.
- H₀₆:** There is no significant relationship between emotional maturity and study habits of rural B.Ed. trainees.
- H₀₇:** There is no significant relationship between emotional maturity and study habits of urban B.Ed. trainees.

Methodology

Method

To continue the research, researchers have used a descriptive survey method.

Population

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

Sample

For collection of the data for the present study, a number of 100 samples have been selected.

Sampling technique

To select college and trainees, simple random sampling has been selected

Delimitation of the study

This study was delimited to

- Purba Bardhaman district of West Bengal state.
- B.Ed. trainees of session 2021-23 & 2024-24 only.

Tool Used

In the present study, the tools used are

- Emotional Maturity Scale (EMS-SB)- *Y. Singh and M. Bhargava. (2012)*
- Palsane and Sharma Study Habits Inventory (SHI-PS)- *M.N. Palsane and Anuradha Sharma (1989).*

Statistical Techniques Used

The scores of the two scales were subjected to statistical analysis using appropriate statistical methods. As the samples have been taken from a single district Purba Bardhaman 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 has been used.

Analysis and Interpretation of Data

After collecting data by applying the Emotional Maturity Scale (EMS-SB) and Palsane and Sharma Study Habits Inventory (SHI-PS), researchers analyzed the data with the help of hypotheses stated in the hypotheses of the study section.

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

Graphical Representation

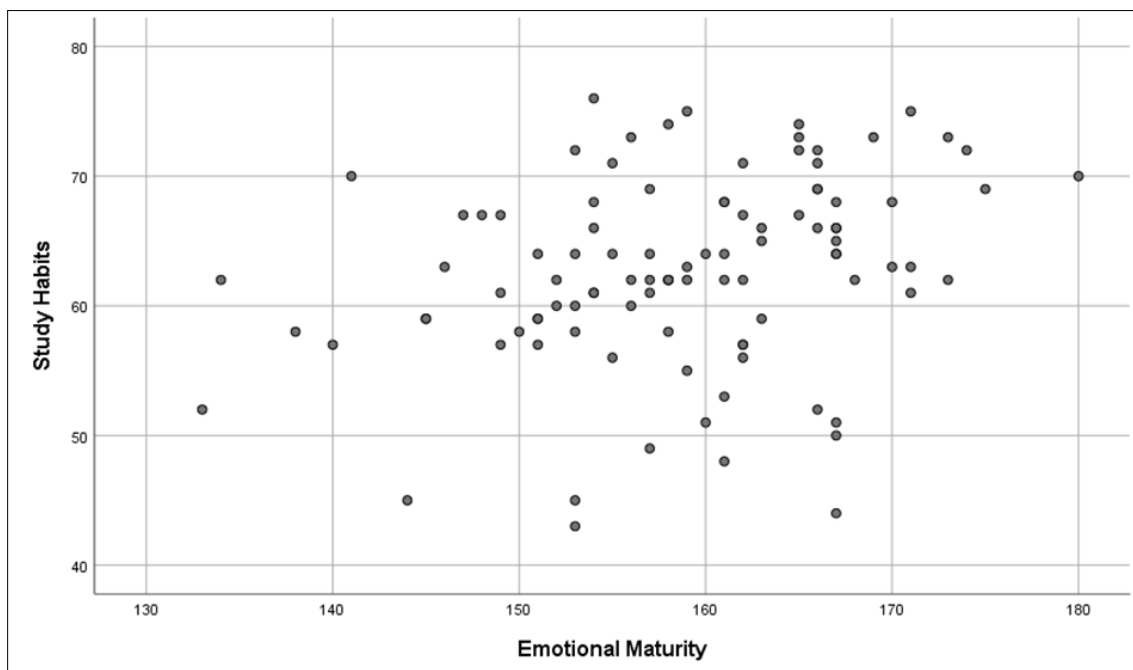


Fig 1: Graphical representation of Emotional Maturity and Study Habits of B.Ed. trainees.

From scattering of data, a substantial and significant relationship can be seen through graphs.

Table 1: Relationship between emotional maturity and study habits of B.Ed. trainees

			Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000	.319**
		Sig. (2-tailed)	.	.001
		N	100	100
	Study Habits	Correlation Coefficient	.319**	1.000
		Sig. (2-tailed)	.001	.
		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., 0.319 is significant at the 0.01 level of significance. Hence the hypothesis

H₀₁: “There is no significant relationship between emotional maturity and study habits of B.Ed. trainees.” is rejected.

H₀₂: There is no significant relationship between emotional maturity and study habits of female B.Ed. trainees.

Graphical Representation

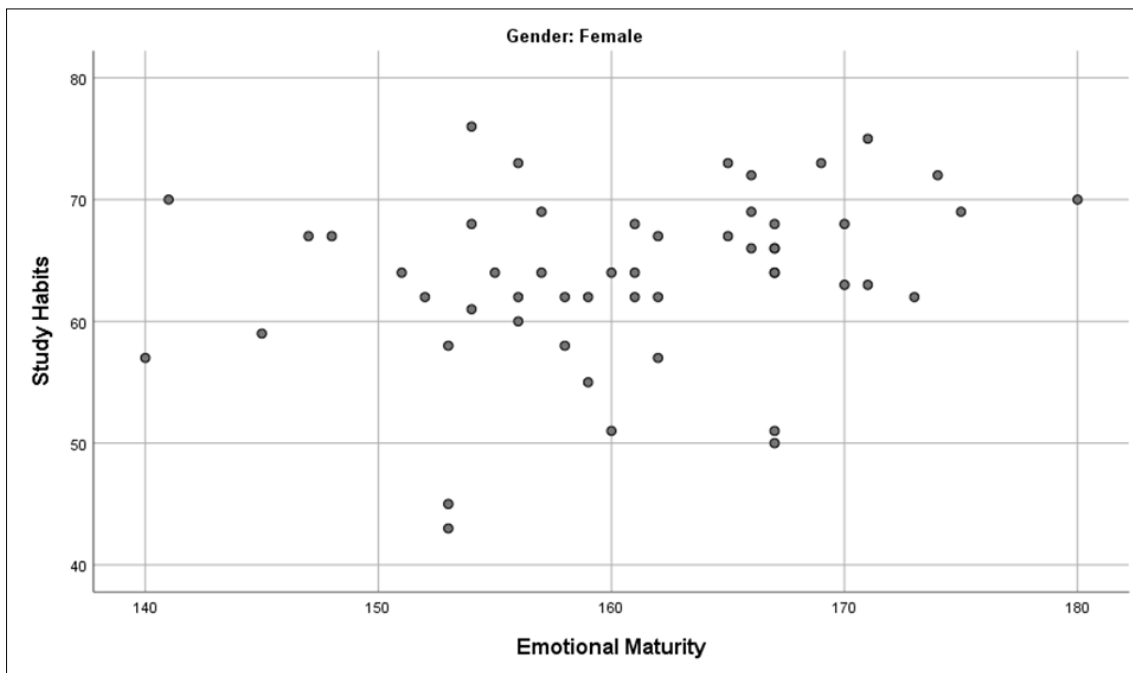


Fig 2: Graphical representation of Emotional Maturity and Study Habits of female B.Ed. trainees. From scattering of data, a considerable and significant relationship can be seen through graphs.

Table 2: Relationship between emotional maturity and study habits of female B.Ed. trainees

			Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000	.295*
		Sig. (2-tailed)	.	.034
		N	52	52
	Study Habits	Correlation Coefficient	.295*	1.000
		Sig. (2-tailed)	.034	.
		N	52	52

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

The above table shows that, the obtained correlation coefficient value i.e., 0.295 is significant at the 0.05 level of significance. Hence the hypothesis

H₀₂: “There is no significant relationship between emotional maturity and study habits of female B.Ed. trainees.” is rejected.

H₀₃: There is no significant relationship between emotional maturity and study habits of male B.Ed. trainees.

Graphical Representation

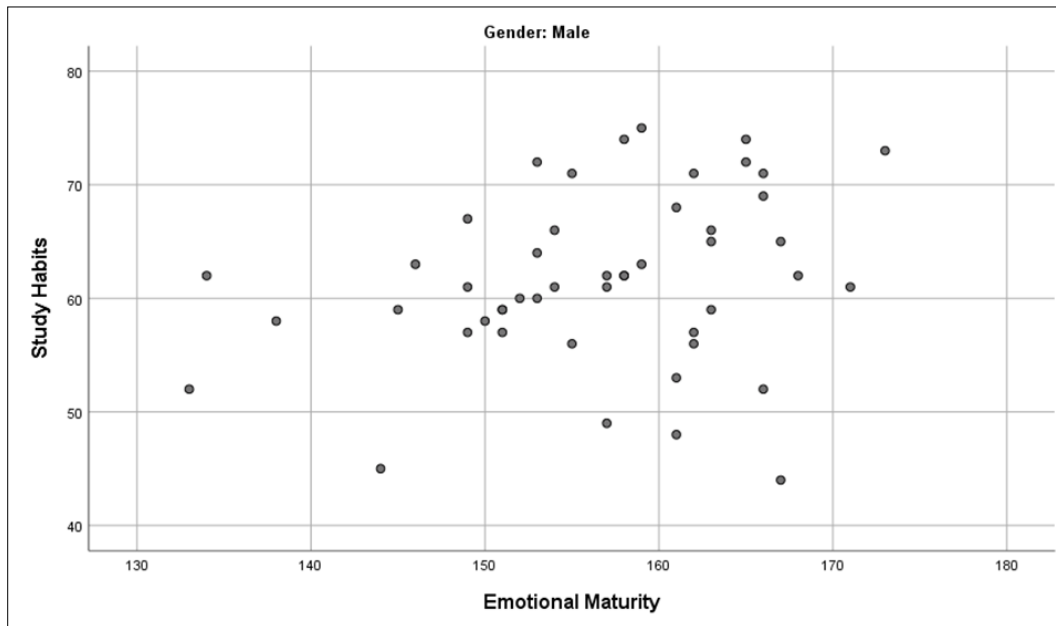


Fig 3: Graphical representation of Emotional Maturity and Study Habits of male B.Ed. trainees. From scattering of data, no significant relationship can be seen through graphs.

Table 3: Relationship between emotional maturity and study habits of B.Ed. trainees

		Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	48
	Study Habits	Correlation Coefficient	.283
		Sig. (2-tailed)	.051
		N	48

Interpretation

The above table shows that the obtained correlation coefficient value i.e., 0.283 is not significant at the 0.01 level of significance. Hence the hypothesis

H₀₃: “There is no significant relationship between emotional maturity and study habits of male B.Ed. trainees.” is accepted.

H₀₄: There is no significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to private training institutions.

Graphical Representation

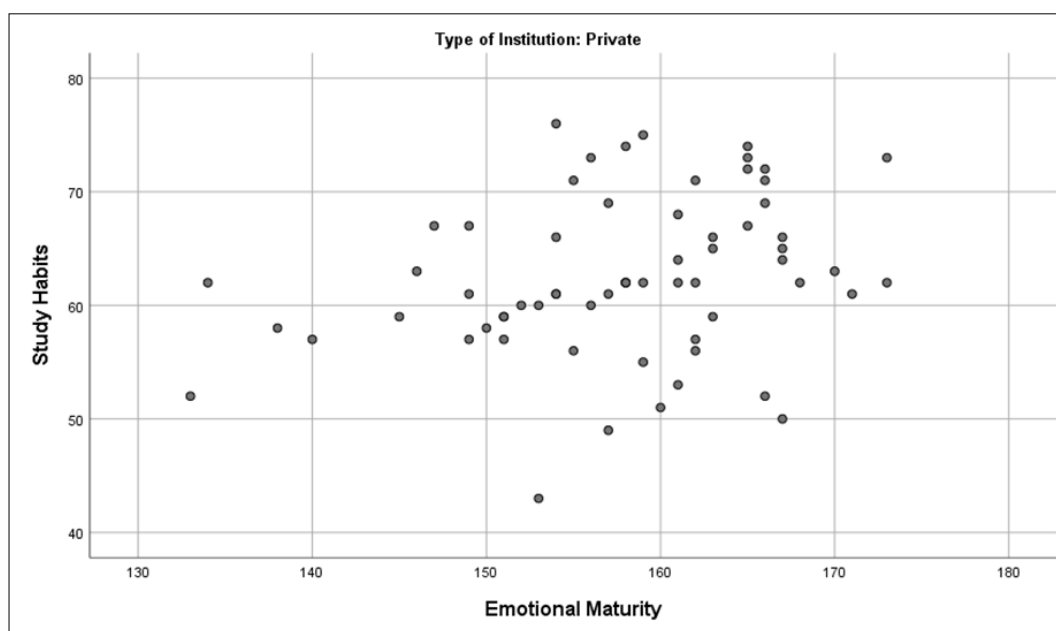


Fig 4: Graphical representation of Emotional Maturity and Study Habits of B.Ed. trainees belonging to private training institutions. From scattering of data, an important and significant relationship can be seen through graphs.

Table 4: Relationship between emotional maturity and study habits of B.Ed. trainees belonging to private training institutions

			Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000	.310*
		Sig. (2-tailed)	.	.013
		N	64	64
	Study Habits	Correlation Coefficient	.310*	1.000
		Sig. (2-tailed)	.013	.
		N	64	64

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

The above table shows that the obtained correlation coefficient value i.e., 0.310 is significant at the 0.05 level of significance. Hence the hypothesis

H₀₄: “There is no significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to private training institutions.” is rejected.

H₀₅: There is no significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to govt.-aided training institutions.

Graphical Representation

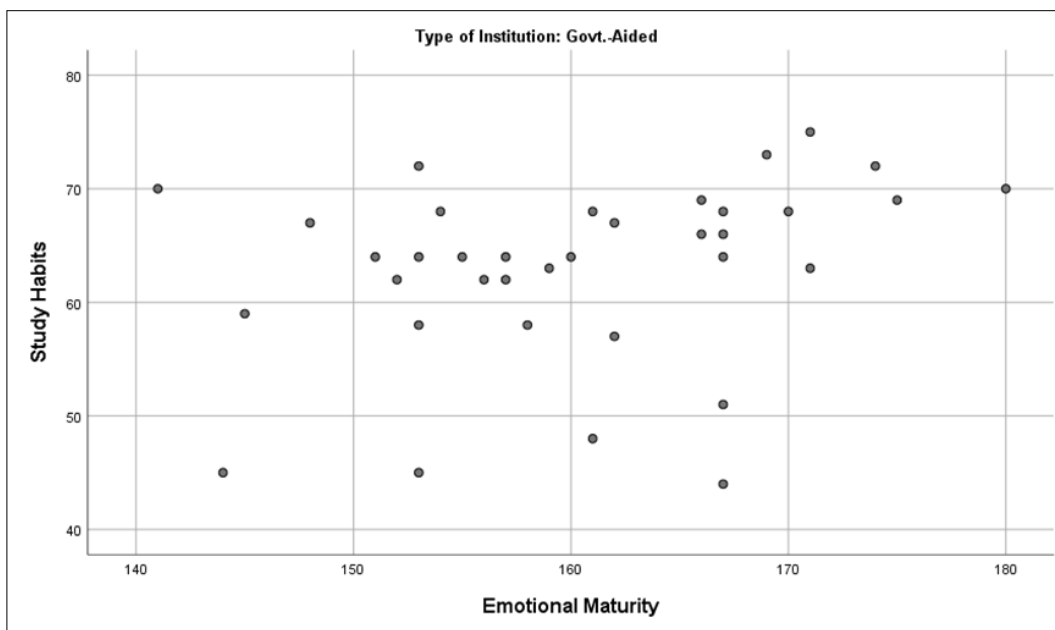


Fig 5: Graphical representation of Emotional Maturity and Study Habits of B.Ed. trainees belonging to govt.-aided training institutions. From scattering of data, a substantial and significant relationship can be seen through graphic representation.

Table 5: Relationship between emotional maturity and study habits of B.Ed. trainees belonging to govt.-aided training institutions

			Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000	.356*
		Sig. (2-tailed)	.	.033
		N	36	36
	Study Habits	Correlation Coefficient	.356*	1.000
		Sig. (2-tailed)	.033	.
		N	36	36

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

The above table shows that the obtained correlation coefficient value i.e., 0.356 is significant at the 0.05 level of significance. Hence the hypothesis

H₀₅: “There is no significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to govt.-aided training institutions.” is rejected.

H₀₆: There is no significant relationship between emotional maturity and study habits of rural B.Ed. trainees.

Graphical Representation:

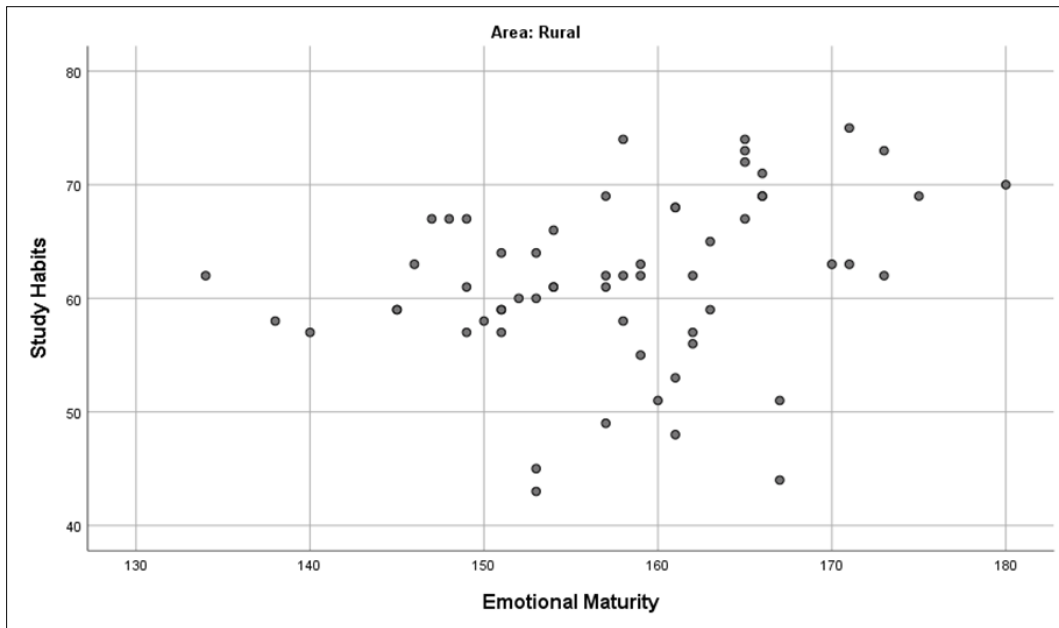


Fig 6: Graphical representation of Emotional Maturity and Study Habits of rural B.Ed. trainees. From scattering of data, an ample and significant relationship can be seen through graphs.

Table 6: Relationship between emotional maturity and study habits of rural B.Ed. trainees

		Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	60
	Study Habits	Correlation Coefficient	.343**
		Sig. (2-tailed)	.007
		N	60

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

Interpretation

The above table shows that the obtained correlation coefficient value i.e., 0.343 is significant at the 0.01 level of significance. Hence the hypothesis

H₀₆: “There is no significant relationship between emotional maturity and study habits of rural B.Ed. trainees.” is rejected.

H₀₇: There is no significant relationship between emotional maturity and study habits of urban B.Ed. trainees.

Graphical Representation

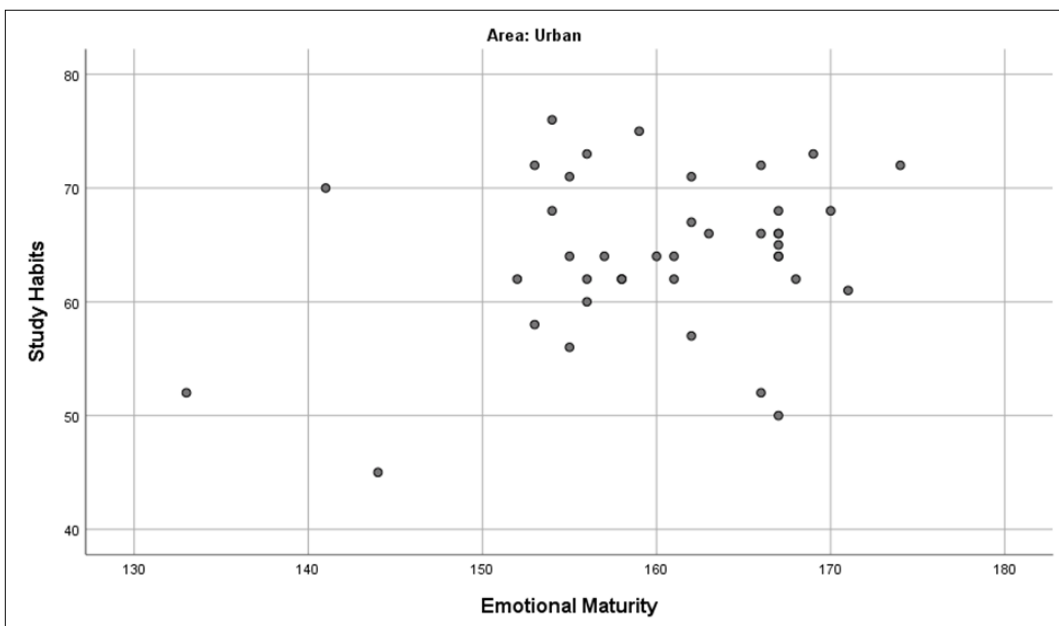


Fig 7: Graphical representation of Emotional Maturity and Study Habits of urban B.Ed. trainees. From scattering of data, no significant relationship can be seen through graphs.

Table 7: Relationship between emotional maturity and study habits of urban B.Ed. trainees

		Emotional Maturity	Study Habits
Spearman's rho	Emotional Maturity	Correlation Coefficient	1.000
		Sig. (2-tailed)	.134
		N	40
	Study Habits	Correlation Coefficient	.134
		Sig. (2-tailed)	.410
		N	40

Interpretation

The above table shows that the obtained correlation coefficient value i.e., 0.134 is not significant at the 0.01 level of significance. Hence the hypothesis

H₀₇: “There is no significant relationship between emotional maturity and study habits of urban B.Ed. trainees.” is accepted.

Findings

The research leads the following conclusions:

1. There is significant relationship between emotional maturity and study habits of B.Ed. trainees.
2. There is significant relationship between emotional maturity and study habits of female B.Ed. trainees.
3. There is no significant relationship between emotional maturity and study habits of male B.Ed. trainees.
4. There is significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to private training institutions.
5. There is significant relationship between emotional maturity and study habits of B.Ed. trainees belonging to govt.-aided training institutions.
6. There is significant relationship between emotional maturity and study habits of rural B.Ed. trainees.
7. There is **no** significant relationship between emotional maturity and study habits of urban B.Ed. trainees.

Conclusion

The result of the study shows a significant correlation of emotional maturity and study habits of B.Ed. trainees. The result of the study also shows a significant correlation of emotional maturity and study habits of female category, private institution category, govt.-aided institution category and rural B.Ed. trainees. However, no significant correlation of emotional maturity and study habits of male category and urban category B.Ed. trainees.

Similar results were found in a study conducted by Razaqi & Musheer (2019) ^[2] which shows a strong and positive relationship between emotional maturity, study habit and academic achievement of secondary school students. Another study conducted by Singh (2017) ^[3], pointed out that there is a significant relationship between emotional maturity and study habits.

There is a number of utilities of emotional maturity and study habits 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 study habits.

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