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A STUDY ON EMOTIONAL LEARNING SYSTEM OF B.ED., STUDENTS IN THANJAVUR

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ABSTRACT

Education is a powerful instrument of social and economic change. It has to be related to the long-term national development in which the country is engaged and the problem it is called upon to face. Other agencies may help, but the only instrument then can reach all people is the education. But our educational system is anti-creative. The unchallenged classroom activities fail to produce emotionally mature and well-behaved adolescents. Lack of emotional maturity led to the development of neurotic behaviour of adolescents. Without emotional maturity and normal behaviour, one cannot think of a well-developed society.

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INTRODUCTION

Education is a powerful instrument of social and economic change. It has to be related to the long-term national development in which the country is engaged and the problem it is called upon to face. Other agencies may help, but the only instrument then can reach all people is the education. But our educational system is anti-creative. The unchallenging classroom activities fail to produce emotionally mature and well-behaved adolescents. Lack of emotional maturity led to the development of neurotic behaviour of adolescents. Without emotional maturity and normal behaviour, one cannot think of a well-developed society.

Concept of Emotion

Our emotions play quite a significant role in guiding and directing our behaviour. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. On the other hand, if a person has no emotions in him, then he becomes crippled in terms of living this life in a normal way in this way, emotions play a key role in providing a particular direction to our behaviour and thus shaping to our behaviour and thus shaping our personality according to their development. Emotion and motivation are known as the “dynamics of behaviour”. The term dynamics refers to the energies of forces that initiate activity. The term emotion is derived from a Latin word “**emovere**” Which means to stir up, agitate, excite and move.

Emotional learning system

Achieving higher levels of health, happiness, and career success is based on the life skill areas encompassed in the transformative model of emotional intelligence. The emotional learning system is a disciplined, five-step approach for learning to model and apply wiser, more appropriate behavior in emotionally charged situations. The life skill areas of the transformative model of emotional intelligence include:

- Interpersonal Communication Under Stress
- Personal Leadership
- Self-Management in Life and Career
- Intrapersonal Development

Emotional Learning

Social and Emotional Learning has emerged as a field thanks to a new understanding of science, nature, child development, and biology, based on the subjective goals of increasing the potential for success and happiness. Social and emotional learning increase a child's emotional intelligence quotient, known colloquially as people-smarts, providing children with an opportunity to excel at more than just academics. Teachers and parents must intentionally teach literacy and academic skills, and according to social and emotional learning theorists, they should be just as intentional about providing instruction in social and emotional skills.

Causes of Emotions

Emotions are as varied and complex as life itself. It is difficult to conceive one definite single cause for an emotion. An individual's basic needs, desires and aspirations, his values of

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life and his life conditions, all produce his emotions. The latter may be inhibiting or stimulating. Some conditions may block his emotional growth, others may further it.

Emotions may be negative or positive, depending upon the conditions, which arouse them. An individual may be aroused to defend himself against an attack or insult or damage to his pride and self esteem. Such circumstances give rise to negative emotions of fear or anxiety or complex emotions of hatred and contempt. Meeting a person whom one loves or a beautiful sight or some success leads to positive emotions of joy.

Significance of the Study

The study aims to find out the effect of emotional maturity of B.Ed., students. Emotional maturity is a complex behaviour made of thinking feeling, action, experience and behavioural components. The investigator proposed to quantify the emotional maturity of B.Ed., students and wants to find its influence on their teaching. The study would also provide additional useful information regarding the emotional maturity. The investigator feels that this study would help to know the importance of emotional maturity to improve the teacher behaviour. The analysis of data with regard to variables such as sex discipline level of degree, management of the college might be useful for the students to improve their emotional maturity and to develop their student's emotional maturity that they are going to teach.

Scope of the Study

This study will help a lot to understand the emotional maturity of the students. The teachers and school administrators will have the clear idea of the emotional maturity of the students.

Statement of the Problem

A study on Emotional Maturity of B.Ed., students in Periyar Maniammai University, Department of Education, Thanjavur District

Definitions for Operational Terms Study

An inquiry in to the casual relationship between two are more variables with the help of a control and an experiment group.

Emotions

Emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour patterns. [Charles G. Morris \(1979\)](#).

Emotion is an affective experience that accompanies generalized linear adjustment and mental and Physiological stirred-up states in the individual and that shows it self in his overt behaviour. – [Crow and Crow \(1973\)](#).

Maturity

The full growth in a particular aspect is called maturity.

B.Ed.,

Bachelor of Education. It is an under graduate degree. In this degree the students are given training to teach the school students.

Objectives of the Study

1. To find out the emotional maturity level of male and female B.Ed., Students.
2. To find out the emotional maturity level of arts and science B.Ed., Students.
3. To find out the emotional maturity level of U.G and P.G B.Ed., Students.
4. To find out the emotional maturity level of Govt and Self-financing College B.Ed., students.
5. To find out the emotional maturity level of Hindu, Muslim and Christian B.Ed students.
6. To find out the emotional maturity level of joint and nuclear family B.Ed., students
7. To find out the emotional maturity level of rural and urban B.Ed., students.
8. To find out the emotional maturity level of B,Ed students in their parental occupation.

Null Hypotheses

1. There is no significant difference between Male and Female B,Ed students in their emotional maturity level.
2. There is no significant difference between Arts and Science B.Ed students in their emotional maturity level,
3. There is no significant difference between U.G and P.G B.Ed students in their emotional maturity level,
4. There is no significant difference among Government and Self financing B.Ed students in their emotional maturity level.
5. There is no significant difference among Hindu, Muslim and Christian B.Ed students in their emotional maturity level.
6. There is no significant difference between Family and the level of emotional maturity of B.Ed students.
7. There is no significant difference between Rural and Urban B.Ed students in their emotional maturity level.
8. There is no significant difference between Parent occupation and the level of motional maturity of B.Ed students.

Delimitations of the Study

Emotion maturity is a broad area. In this study not all the dimensions are covered. The study could cover all the areas of emotional development, but the present study is confined to emotional maturity only. The study could cover the students at different levels, but the present study is confined to the students under the jurisdiction.

REVIEW OF LITERATURE

[Elesa and Charles \(1995\)](#) on the correlation of emotional maturity with other areas of high school curriculum revealed that various general aspects of emotional maturity included in the curriculum.

[Cauffman \(1999\)](#) studied “The direct teaching of emotional development by television in the Columbus Public schools”. His findings revealed that they seemed to associate pleasure with television and indicated that they paid more attention to the lesson in their television that they did in other classes. They believed both their studio teacher and their receiving

teacher had role played an important part in making the experiment a success. They grasped the content of the television classes with difficulty.

Kaur (2001) conducted a study on a sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional maturity of arts and science students.

S.G.Gakhar (2003) has studied “Emotional maturity to students of secondary stage, self-concept and Academic achievements”. His study revealed that there is a significant difference in the emotional maturity of students of Government and private schools by conducting or taking 200 samples of students of secondary stage from two districts of Punjab – Patiala and Ferozepur. His study also revealed that there was a significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept.

METHODOLOGY

Population for the Study

The population for the study consists of the B.Ed students studying in Periyar Maniammai University, Department of Education, Thanjavur district.

Samples for the Study

The investigator has used random sampling technique. The sample consists of 300 B.Ed students in Periyar Maniammai University, Department of Education, Thanjavur district. The sample was stratified on the basis of gender, discipline, level of degree, type of management, religion, family, nativity and parental occupation.

Tool Used

The tool used in the present investigation as follows

Emotional maturity scale developed by Dr.Yashvir Singh and Dr.Mahesh Bhargava. A brief description of the tool is given below

Emotional maturity scale

This tool has been developed from the emotional maturity scale by Dr.Yashvirsingh and Dr.Mahesh Bhargava .It consists of 48 items .Each item has to be answered by choosing any one of the alternatives such as A,B and C. The tool has been appended.

Reliability of the Tool

Henry E.Garret (1959) says “a test score is called reliable when we have reasons for believing the scores to be stable and worthy. In fact, a comparison of solve made upon repletion of an unreliable test or upon two and some small in two scores made by each individual in the group. The correlation of the test with itself computed in several ways is called the reliability coefficient of the test.

Methods of Reliability

1. Test -retest method
2. Split half method.

Validity of the Tool

Henry E.Garret defines validity as the fidelity with which it measures what it purposes to measure. He mentions three methods to establish validity. The following are the methods to determine the validity of the test:

1. Face validity
2. Content validity
3. Construct validity
4. Concurrent validity

Scoring Procedure

The emotional maturity scale consists of 48 items of them 43 are positive statements and remaining 5 are negative statements. Each statement is set against a 3 point scale of accepted, undecided and never and weights of 3, 2, and 1 are given in that order for the positive statements and the scoring is reversed for the negative statements. An individual score is sum of all the scores for the 48 items. The score in the scale range from 48 to 144. Anyone who gets a score above 72 indicates that the individual’s emotional maturity is high and below 72 indicates that the individual emotional maturity is low. The maximum high emotional maturity one can get in this scale 144.

Null Hypothesis

There is no significant difference between male and female B.Ed students in their emotional maturity level.

Table 1 Difference between Male and Female B.Ed Students in Their Emotional Maturity Level

Gender	Number	Mean	standard deviation	Calculated t - value	Table t - value at 5% level	Remarks at 5% level
Male	117	109.35	8.38	0.98	1.96	Not Significant
Female	183	110.46	11.36			

It is inferred from the above table that the calculated value of ‘t’ is less than the table value of ‘t’ at 5% level of significance. Hence the null hypothesis is accepted. That is there is no significant difference between male and female B.Ed students in their emotional maturity level.

Null Hypothesis

There is no significant difference between arts and science B.Ed students in their emotional maturity level.

Table 2 Difference between Arts and Science B.Ed Students In Their Emotional Maturity Level

Discipline	Number	Mean	Standard deviation	Calculated t - value	Table t - value at 5% level	Remarks at 5% level
Arts	127	108.97	10.06	1.03	1.96	Not Significant
Science	173	110.81	10.41			

It is inferred from the above table that calculated value ‘t’ is less than the table value of ‘t’ at 5% level of significance. Hence the null hypothesis is accepted. That is there is no

significant difference between arts and science B.Ed students in their Emotional maturity level.

Null Hypothesis

There is no significant difference between U.G and P.G B.Ed students in their emotional maturity level.

Table 3 Difference between ug and pg b.ed students In their emotional maturity level

Level of Degree	Number	Mean	Standard deviation	Calculated t - value	Table t - value at 5% level	Remarks at 5% level
U.G	176	109.3	10.11	0.68	1.96	Not Significant
P.G	124	111.01	15.35			

It is inferred from the above table that calculated value of ‘t’ is less than the table value ‘t’ at 5% level of significance. Hence the null hypothesis is accepted. That is there is no significant difference between U.G and P.G B.Ed students in their emotional maturity level.

Null Hypothesis

There is no significant difference among government and private B.Ed students in their emotional maturity level.

Table4 Difference among government and private B.Ed students in their emotional maturity level

Discipline	Number	Mean	Standard deviation	Calculated t - value	Table t - value at 5% level	Remarks at 5% level
GOVT	120	106.97	10.04	1.15	1.96	Not Significant
Private	180	112.81	10.51			

It is inferred from the above table that calculated value of ‘t’ is less than the table value ‘t’ at 5% level of significance. Hence the null hypothesis is accepted. That is there is no significant difference among government and private B.Ed students in their emotional maturity level.

Null Hypothesis

There is no significant difference among Hindu, Muslim and Christian B.Ed students in their emotional maturity level.

It is inferred from the above table that the calculated value of ‘F’ less than the table of ‘F’ at 5% level of significance. Hence null hypothesis is accepted. That is, there is no significant difference among Hindu, Muslim and Christian B.Ed students in their emotional maturity level.

Null Hypothesis

There is no significant difference between joint and nuclear family B.Ed students in their emotional maturity level.

Table 5 Difference Among Hindu, Muslim And Christian B.Ed Students In Their Emotional Maturity Level

Sources of variation	Sum of squares	Degrees of freedom	Variance estimate	Calculated F- value	Table F- value	Remarks at 5% level
Between	94.56	2	47.28	0.4413	2.99	Not Significant
Within	31821.11	297	107.14			

It is inferred from the above table that calculated Value of ‘t’ is less than the table value of ‘t’ at 5% level of significance. Hence the Null hypothesis is accepted. That is, there is no

significant difference between joint and nuclear family B.Ed students in their emotional maturity level.

Table 6 Difference between Joint and Nuclear Family B.Ed Students in Their Emotional Maturity Level

Family	Number	Mean	Standard Deviation	Calculated t-value	Table t - value at 5% level	Remarks at 5% level
Joint	122	110.14	9.69	0.15	1.96	Not Significant
Nuclear	178	109.96	10.61			

Null Hypothesis

There is no significant difference between rural and urban B.Ed students in their emotional maturity level.

Table 7 Difference between rural and urban b.ed students In their emotional maturity level

Nativity	Number	Mean	Standard Deviation	Calculated t - value	Table t- value	Remarks at 5% level
Rural	161	109.96	10.67	0.21	1.96	Not Significant
Urban	139	110.21	9.86			

It is inferred from the above table that calculated value of ‘t’ is less than the table value of ‘t’ at 5% level of significance. Hence the null hypothesis is accepted. That is, there is no significant difference between rural and urban B.Ed students in their emotional maturity level.

Null Hypothesis

There is no significant difference between parents occupation and emotional of maturity level of B.Ed students.

Table 8 Difference between Parent’s Occupations And Emotional Maturity Level of B.Ed Students

Parent Occupation	Number	Mean	Standard Deviation	Calculated t - value	Table t- value	Remarks at 5% level
Farmer	135	109.88	10.60	0.23	1.96	Not Significant
Monthly Income	165	110.57	10.05			

It is inferred from the above table that the calculated value of ‘t’ is less than the table value of ‘t’ at 5% level of significance. Hence the null hypothesis is accepted. That is, there is no significant difference between parents’ occupations and emotional maturity level of B.Ed students

Consolidated results of the Inferential Analysis

Groups	‘T’ Value	‘F’ value	Significant/ Not	
Male	Female	0.98	-	N.S
Arts	Science	1.03	-	N.S
U.G	P.G	0.68	-	N.S
Joint	Nuclear	0.15	-	N.S
Rural	Urban	0.21	-	N.S
Former	Monthly Income	0.23	-	N.S
Management	Government Private	1.15	-	N.S
Religion	Hindu Muslim Christian		0.4413	N.S

Findings of the Study

1. There is no significant difference between male and female B.Ed students in their emotional maturity level.

2. There is no significant difference between arts and science B.Ed students in their emotional maturity level.
3. There is no significant difference between UG and PG B.Ed students in their emotional maturity level.
4. There is no significant difference among government and private B.Ed students in their emotional maturity level.
5. There is no significant difference among Hindu, Muslim and Christian B.Ed students in their emotional maturity level.
6. There is no significant difference between joint and nuclear family B.Ed students in their emotional maturity level.
7. There is no significant difference between rural and urban B.Ed students in their emotional maturity level.
8. There is no significant difference between parents' occupation and emotional maturity level of B.Ed students.

Generalisations

The following are the generalizations made by the investigator in the light of the findings of the present study.

1. Gender has no difference on the emotional maturity level of B.Ed students.
2. Discipline has no difference on the emotional maturity level of B.Ed students.
3. Difference in U.G & P.G has no difference on the emotional maturity level of B.Ed students.
4. Colleges has no difference on the emotional maturity level of B.Ed students.
5. Religion has no difference on the emotional maturity level of B.Ed students.
6. Family has no difference on the emotional maturity level of B.Ed students.
7. Nativity has no difference on the emotional maturity level of B.Ed students.
8. Parent occupation has no difference on the emotional maturity level of B.Ed students.

Interpretations

Emotional maturity level of B.Ed students

The 't' test results show that gender, discipline, level of degree, family, nativity and parent occupation are not influencing the emotional maturity level of B.Ed students. This clearly indicates that emotional maturity level of B.Ed students are not affected by the above factors.

The ANOVA results reveal that the religion of the students is not influencing the emotional maturity level of B.Ed students. This may be due to the fact that all the colleges are not following uniform pedagogy.

Suggestions

Suggestions for improvement of emotional maturity level

1. The curriculum should be reframed giving emphasis on emotional maturity.
2. Library should be well equipped with necessary books on emotional maturity.
3. Mental health education should be provided.

4. Periods should be allotted for the Guidance and Counselling regarding the mental health.
5. Seminars should be frequently conducted regarding the emotional maturity.
6. Meditation programmes should be conducted to ensure a peaceful and emotionally balanced life for the students.

CONCLUSIONS

Programs were equally effective for students with different problems when they first entered the program (i.e., for students showing conduct problems, signs of emotional distress, or difficulties with peer relationships). Interventions were successful for students of different ages, when offered in schools in urban, suburban, and rural settings, and for schools primarily serving ethnically and socio-economically diverse student bodies.

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