



## STUDENT - TEACHER RELATIONSHIP AND EMOTIONAL MATURITY OF XI STANDARD STUDENTS

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### ABSTRACT

The relationship between Student and Teacher has always been a central interest of the educational process. While the nature of this relationship can be understood from various theoretical frameworks, research that seeks to understand the “lived experience” of this relationship is less prevalent. This research explores the phenomenological nature of the Student-Teacher relationship and Emotional Maturity of XI Standard Students in Kancheepuram District.

Relationships are essential to the educational experience whether this is recognised or not, and whether we are consciously aware of this or not. Once established, relationships continue to exist beyond the time and space of the individuals influencing future relational experiences. In addition, a teacher’s comportment has been found to have a communicative aspect that is felt and sensed by others. A further essential understanding opens the play of relating Student-Teacher relationship and emotional maturity. That is, the teacher and student experience their relationship as a play that is unscripted, uncertain, and lived beyond the rules of engagement.

The aim of this research is to find out whether there is any relationship between Student-Teacher relationship and emotional maturity of XI standard students in Kancheepuram District.

Three hundreds students were taken as sample. The tool used to find out the emotional maturity is constructed and standardised by Emotional maturity scale constructed and validated by Dr.Yashvir sing and Dr.Mahesh Bargava(1989) and the Student-Teacher relationship was found out using the tool constructed by Boye, E.Jason M.A.,(2007) as student - teacher inventory. There is significant relationship between Student-Teacher relationship and emotional maturity of XI standard students in Kancheepuram District.

### 1.01 INTRODUCTION

**‘Education is the manifestation of perfection that is already in man’ - Swami Vivekananda**

- The importance of education has been emphasized in a variety of ways by different scholars and intellectuals from the beginning of human history down to the present time.
- Education plays an important role in mould the personality of children.
- The academic relation between the teacher and the student is known as Student - Teacher relationship.
- Children have different strategies for learning and achieving their goals.
- Emotional Maturity is related to age. As the age increases, an individual goes on acquiring Emotional Maturity.
- The most outstanding mark of Emotional Maturity is the ability to bear tension. Besides, emotionally mature person persists in the capacity for fun and recreation.

### 1.02 KEY TERMS OF DEFINITION

- Student - Teacher relationship is a positive activity of “building a coalition among the multiple, shifting, intersecting and sometimes contradicting groups” for the all round development of the individual.
- Student-Teacher relationship is not just based on teachers authority but focusing on student authority as well
- Emotional Maturity is a concept that reflects the fruits of normal emotional development and it denotes the full scope of individuality, powers and the ability to enjoy the use of mental



powers with himself and his environment. In this study this is found out by using the total scores of Emotional Maturity scale.

### **1.03 NEED OF THE STUDY**

- Academic achievement is an important aim in the field of education. A student's ambition can be fulfilled only if his achievement in school is high which is the basic attainment in judging the educational capacity of an individual. It is essential to raise the standard of achievement in education. Hence it is imperative to undertake research in this area.
- The students who are capable of learning well but do not perform well. A proper study habit of the various factors which affect their performance will help the teacher to understand the students and give proper guidance. If this is not done in schools the world may have to lose huge amount human resources.
- This study is conducted to analyze the students attitude towards student-teacher relationship from different schools in Kancheepuram district were taken into consideration for their study and three different categories of schools were selected to conduct the study and they are of Government, Government aided, and matriculation schools.

### **1.04 OBJECTIVES**

- To find out the level of Student-Teacher relationship of XI<sup>th</sup> standard students.
- To find out the level of Emotional Maturity of XI<sup>th</sup> standard students.
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Gender
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Type of school
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Locality
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Type of Management
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Father educational qualification
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Annual income of family
- To find whether there is any significant difference between the Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Future ambition.

### **1.05 DELIMITATION OF THE STUDY**

- The study is can be extended to out of Kancheepuram district.
- The present study is extended to the degree Students.
- The investigator can select many types of Higher Secondary schools viz. CBSC, Govt – ADW schools, Residential Schools, Government, Government Aided and Private.
- The samples can be taken up to 1000.

### **1.06 METHODOLOGY**

- The investigator in the present study has selected the sample using the random sampling technique. The sample selected for the study was XI<sup>th</sup> standard students from different type of management school.
- The size of the sample is 300 and is collected from 3 schools.
- The sample is selected on the basis of the type of management viz., Govt., Aided, and Private schools. It is also selected on the basis of the locality of the students i.e., rural and urban.

### **1.07 SAMPLE DISTRIBUTION TABLE**

- ▶ **Total sample distribution Based on Gender**



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Gender	Frequency	Percent
Male	150	50.0
Female	150	50.0
Total	300	100.0

► **Total sample distribution based on Type of School**

Type of School	Frequency	Percent
Boys School	100	33.3
Girls	100	33.3
Co education	100	33.3
Total	300	100

► **Total sample distribution Based on Locality of the students**

Locality	Frequency	Percent
Urban	12	4
Semi Urban	86	28.7
Rural	202	67.3
Total	300	100

► **Total sample distribution based on Type of Management**

Management	Frequency	Percent
Government	100	33.3
Aided	100	33.3



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Private	100	33.3
Total	300	100

## ▶ Total sample distribution based on Father Educational Qualification

Educational Qualification	Frequency	Percent
X	176	58.7
XII	84	28
Degree	40	13.3
Total	300	100

## ▶ Total sample distribution based on Family Income

Income	Frequency	Percent
Below 10000	183	61
10000 to 150000	76	25.3
Above 150000	41	13.7
Total	300	100

### 1.08 TOOLS USED IN THE STUDY

- **Student – Teacher relationship** Inventory standardized by Boye, Jason E. M.A., (2007).
- The reliability of **Student Teacher Relationship** scale was established by test – retest method using. Pearson’s product moment method. The reliability coefficient thus computed was 0.79. The validity was found out by taking the square root of 0.79 equal to 0.87 which is highly significant.
- **Emotional Maturity** scale standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava–1984 (Head, Department of Psychology, St. John’s school, AGRA Dr. Mahesh Bhargava, Director N. P. C. AGRA).
- The reliability of Emotional Maturity scale was established by test – retest method using. Pearson’s product moment method. The reliability coefficient thus computed was 0.75. The



validity was found out by taking the square root of 0.75 equal to 0.83 which is highly significant.

## 1.09 STATISTICAL METHOD USED

- Descriptive analysis [Mean, SD]
- Differential analysis [t- test, F- test]
- Relational analysis [Correlation, Association]

## 1.10 HYPOTHESIS

- The level of Student-Teacher relationship of XI<sup>th</sup> standard students is high.
- The level of Emotional Maturity of XI<sup>th</sup> standard students is high.
- There is no significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Gender
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Type of school
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Locality
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Type of Management
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Father Educational Qualification
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Annual Income of Family
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Future Ambition
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Gender
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Type of School
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Locality
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Type of management
- There is no significant difference between the Emotional Maturity of XI<sup>th</sup> standard students with respect to Father Educational Qualification.

## 1.11 FINDINGS

- The level of Student- Teacher relationship among XI<sup>th</sup> standard students is high.
- The level of Emotional Maturity of XI<sup>th</sup> standard students is moderate in nature.
- There is significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Gender.
- There is significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Type of school.
- There is significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Locality.
- There is significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Type of management.
- There is no significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Father Educational Qualification
- There is no significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Annual Income of family



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- There is no significant difference between Student-Teacher relationship of XI<sup>th</sup> standard students with respect to Future Ambition

## 1.12 LIMITATIONS

- The study is confined to Kancheepuram district.
- The present study is restricted exclusively to the XI<sup>th</sup> Standard students
- The investigator selected three types of Higher secondary school viz. Government, Government Aided and Private
- The sample is restricted to 300

## 1.13 EDUCATIONAL IMPLICATION

- The teacher should give equal importance to boys and girls. Inter-personal relationship between boys and their teachers will be developed by conducting counseling.
- Last born students can develop good relationship with their teachers by allowing the students to be friendly with their teachers to express their feelings.
- Student-Teacher relationship has to be improved by adopting interactive and democratize methods if teaching in the class.
- Activity based learning may be given to make good rapport between student and teacher.

## 1.14 SIGNIFICATION FOR FURTHER STUDY

- This study was concentrated only on XI<sup>th</sup> standard students. Similar study could be extended to college level.
- The present study is limited to few schools in Kancheepuram District. It could be extended to other schools of other districts in Tamilnadu State.
- A comparative study can be undertaken among higher secondary students
- Achievement in different subjects with respect to moral values can be studied.

## 1.15 CONCLUSION

The purpose of the present investigation is to investigate the relationships among the variables of Student-Teacher relationship and Emotional Maturity . The investigation is sure to find some usefulness in the field of education and findings of the investigation can serve as a database for further research.

## REFERENCE

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