

Comparative Study Of Emotional Maturity Of Secondary School Students In Relation To Academic Achievement.

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Abstract: *The aim of the present study is to investigate emotional maturity of secondary school students in relation to academic achievement. For this purpose a sample of 400 students (200 boys and 200 girls) of class IX were taken from 8 schools (4 Government and 4 Private) of Aligarh. For this purpose Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990) and Academic Achievement of the VIII class were used. The testing of hypotheses was done by using Pearson product moment correlation to find out the relationship between emotional maturity and academic achievement of secondary school students and t-test was used to compare the scores of two groups of secondary school students (male and female, government and private). The study reveals that most of the secondary school students are extremely unstable regarding emotional maturity. The study also reveals that there exist a highly positive correlation between emotional maturity and academic achievement of secondary school students.*

Key Words: *Emotion, maturity, emotional maturity, achievement, academic achievement, Secondary School Students*

INTRODUCTION

An individual is the combination of two aspects namely, emotional and intellectual. In most of the cases emotional aspects are superior to the intellectual aspect. Emotional aspect plays more important role in determining the personality of an individual than the intellectual aspect. Emotions plays more important role in the development of an individual whether he is a leader, a social activist, successful businessman, a student or even in case of a mother.

Emotions: Emotions are the great motivating force throughout the span of human

life; affecting aspirations, actions and thoughts of an individual. Our emotions have the potential to serve us a delicate and sophisticated guidance. Emotions are basic stuff out of which all motivation arises, it not only impel us to action but often serves as goal of action also.

Woodworth (1945) defined Emotion as “a moved or “Stirred up” state of an organism. It is a stirred up state of feelings, i.e. the way it appears to an external behavior.”According to Hockenbury and Hockenbery (2007), “An emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response and a behavioral or

expressive response". One's emotions also plays a significant part in determining whether one's venture are successful or not. They are specific reactions to a particular event. They serve as a bridge between our thoughts and actions. Emotions are the powerful regulating force in the life of an individual. Emotions are the energy which makes the mind to work; it supplies the energy for the survival of the individual. Emotions whether physical or mental are necessary for life and stimulate the individual to behave in a certain manner. It can be called as a magic word which is difficult to define-makes human life dynamic. It is the complex state of feeling which brings physical and psychological changes that influence thought and behaviour. It is most powerful source that exerts force on the behaviour and action of human being.

Maturity: Maturity implies putting away of childish things and reading oneself as an adult ready to shoulder responsibilities that develop upon one in general in worldly affairs. According to Finley (1996), maturity is "the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances, or environment in an appropriate manner." Maturity is the capacity of mind and an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner.

Emotional Maturity: Emotional maturity is the outcome of healthy emotional development. Emotionally matured person is one who is able to keep a lid to his emotions/feelings in a socially acceptable manner. It is the full scope of the individual's capacity and powers, and of his ability to use and enjoy them. Emotionally matured person is able to swings in moods and can suffer in silence. When he express emotion, he express with moderation, decently and in good order. An emotionally matured person is one who expresses his emotion in a proper manner at a right time. That is, emotional maturity means having proper emotions at proper time to express

in proper form and in proper quality. According to Smitson (1974), emotional maturity is "a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally." Emotional Maturity is measure of one's capacity to creating a positive mental attitude. Emotional Maturity is defined as how well we are able to respond to situations, control of our emotions and behave in an adult manner when dealing with others.

Achievement: Achievement is accomplishment or proficiency in given skills or body of knowledge; it is the progress in school theoretically different from intelligence but overlaps with it's to a greater extent. According to Good C.V. (1959), "Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge." Achievement is the term used to indicate the degree of level of success attained in some general or specified area. It is the attainment of knowledge that will make an individual able to make its use in the future situations failed by him.

Academic Achievement: In our society academic achievement is considered as a key principle to judge one's total capacities and potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process. Academic achievement is the outcome of education. The respondents, teachers and institutions focus on achieving their educational goals. It is commonly measured by examinations or continuous assessments but it varies from institutions to institutions. Academic achievement is a term refers to the performance of the respondents. According to Crow and Crow (1985), academic achievement is "the extent to which a learner is profiting from instructions in the given area of learning i.e. achievement is reflected by the level to which skill and knowledge has been imparted to him." Academic achievement also indicates the knowledge attained and skill developed in the

school subject, generally designated by test scores. Kaur (2013) conducted a comparative study of emotional maturity of senior secondary school students with respect to gender and type of institution. The study revealed that there was no significant difference in emotional maturity of secondary school students with respect to gender and type of institution. Aggarwal (2013) directed a study on academic achievement of high school students in relation to emotional intelligence, emotional maturity and self-confidence. The study shows that there is significant difference in the academic achievement of high school students in relation to low and high levels of emotional maturity. Mallick *et al.*, (2014) piloted a study on higher secondary student's emotional maturity and academic achievement. The study focused on the study of emotional maturity with respect to gender and type of schools. The study revealed that the higher secondary school students are emotionally unstable, no difference in emotional maturity of male and female students and no difference in emotional maturity of government and private school students. Subramanian and Veliappan (2013) conducted a study on the emotional maturity of high school students with respect to gender and type of institution. The study revealed that the private students are more emotionally matured than government high school students and high schools girls are emotionally matured than high school boys. Surjit (2014) carried out a study on the role of emotional maturity in the academic achievement of high school students. The study shows that there was no significant correlation between emotional maturity and academic achievement of high school students and girls are more emotionally stable than the boys.

Significance: Emotional maturity is an important ingredient of modern civilization and is the essential attribute of the member of a progressive onward moving society. The quality of the nation depends upon the education imparted to its citizens. The aim of education is all around

development of the individual. The result of present study will provide a base which may help in strengthening or improving the achievement of the adolescents. This study correlates the emotional maturity with academic achievement which may lead to greater achievements for prosperous and bright future of secondary school students. It will also give information to create favorable environment for greater development which may also help in the development of child educational programme.

OBJECTIVES

The objectives of the present study are: (i) To study the emotional maturity of secondary school students. (ii) To study the relationship between emotional maturity and academic achievement. (iii) To study the difference between government and private secondary school students regarding emotional maturity. (iv) To study the difference between male and female secondary school students regarding emotional maturity.

HYPOTHESES

The hypotheses of the present study are: (i) There exist a positive correlation between emotional maturity and academic achievement of secondary school students. (ii) There will be no significant difference between students from government and private secondary school students regarding their emotional maturity. (iii) There will be no significant difference between male and female secondary school students regarding emotional maturity.

DELIMITATIONS

The delimitations of the present study are: (i) Sample consist of students from class IX only. (ii) The investigation is confined only to the age group of 13-15 years. (iii) The study is based on a limited sample of 400 secondary school students. (iv) The investigation is restricted only to few secondary schools of Aligarh district only. (v) The

investigator employs only t-test, Mean, Standard deviation and Pearson product moment correlation. (vi) The sample consist of only four government and four private schools of Aligarh district only. So the study cannot be generalized beyond Aligarh district.

METHODOLOGY

Tools Use: The tools used for the collection of data are: (i) Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990), (ii) The records of examination results of VIII standard of the students selected for the sample was consulted for collecting their academic achievement scores.

Sample: In the present study 400 secondary school students of class IX from 8 different schools (4 government and 4 private) of Aligarh constitute the sample. Out of 400 students, 200 (100 male and 100 female) were from government school and 200 (100 male and 100 female) were from private schools. Disproportionate stratified random sampling technique was used for the collection of data.

Collection of data: With the permission of Principal of the school, investigator went to IX class for collecting the data from the students. The test was employed on the students belonging to the age range between 13-15, studying from 4 government and 4 private schools. Investigator explained the purpose of conducting this study and established a rapport with all those students who were selected for the sample. Before administrating the test, investigator explained the way in which they have to answer and they were asked to read the instruction and to fill it in accordance to it. Doubts and confusions were made clear and given freedom to ask the meaning of the statement which were beyond their understanding. Later it was collected by the

investigator. The school records of examination results of VIII standard of the students selected for the sample was consulted for collecting their academic achievement. After collection of data, scoring was done according to the instructions given in the manual. The data collected was subjected to statistical processing and results were obtained.

Statistical technique: For the purpose of analysis of data following statistical techniques were used: Mean, Standard Deviation, Pearson product moment correlation and t-test.

RESULTS AND DISCUSSION

Objective 1: To study the emotional maturity of secondary school students.

Table-I: Showing the Emotional Maturity Scores of Secondary School Students

Score s	Interpretation	No. of Students	Percentage of students
50-80	Extremely Stable	53	13.25%
81-88	Moderately Stable	44	11%
89-106	Unstable	99	24.75%
107-240	Extremely Stable	204	51%

The Table-I shows that out of 400 students 53 students (13.25%) are extremely stable, 44 students (11%) are moderately stable, 99 students (24.75%) are unstable and most of the students that is, 204 (51%) are extremely unstable. The table shows that most of the secondary school students are extremely unstable.

Objective 2: To study the relationship between emotional maturity and academic achievement of secondary school students.

Hypothesis: There exist a positive correlation between emotional maturity and academic achievement of secondary school students.

Table-II: Showing Relationship Between Emotional Maturity and Academic Achievement of Secondary School Students

N	ΣX	ΣY	r	Level
400	111.045	689.702	0.93	Significant

$\sum X^2=13107.15$; $\sum Y^2=500101.11$;
 $\sum XY=75515.19$

From the Table-II, it is seen that the value of correlation coefficient is 0.93.

It implies that there exists a highly positive correlation between emotional maturity and academic achievement of secondary school students.

Objective 3: To study the difference between government and private secondary school students regarding emotional maturity.

Hypothesis: There exists no significant difference between students from government and private secondary school regarding emotional maturity.

Table-III: Showing Emotional Maturity Scores of Government and Private Secondary School Students

Variable	Category	No.	Mean	S.D	Null hypothesis. (reject /
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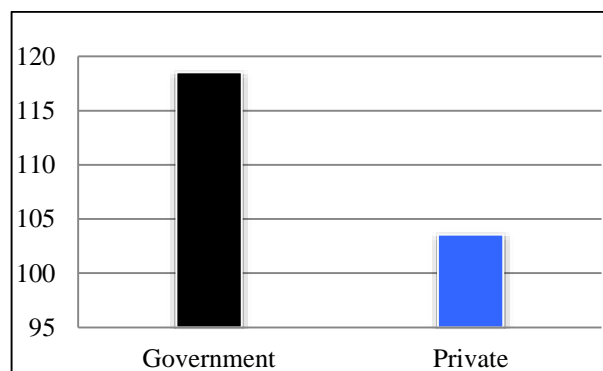
					accept)
Emotional Maturity	Govt.	400	118.5	29.2	Reject
	Pvt.		103.5	24.2	
			4	6	
			4	9	

D.F.=398; t-*Calc*=5.563; t-*Tab*=1.97; significant at 0.05 level

Table-III shows the mean scores for emotional maturity of secondary school students studying from government and private schools are 118.545 and 103.545 and S.D is 29.268 and 24.297 respectively. Table has been noticed at 398 degree of freedom tabulated t-value at 0.05 and 0.01 level of significance is 1.97 and 2.59 respectively. It is found that the calculated t-value (5.5637) is greater than the tabulated t-value (1.97) at 0.05 level of confidence. That is, the calculated t-value of emotional maturity scores of government and private secondary school students are significant at 0.05 level of confidence.

It suggests that adolescent students studying in government and private secondary school have significant difference in their emotional maturity. Therefore, hypothesis of this objective is rejected. The mean values of emotional maturity show that the emotional maturity of government secondary school students is higher than the private secondary school students.

Figure-I: Emotional Maturity of Government and Private Secondary School Students



Objective 4: To study the difference between male and female secondary school students regarding emotional maturity.

Hypothesis: There exists no significant difference between male and female regarding emotional maturity.

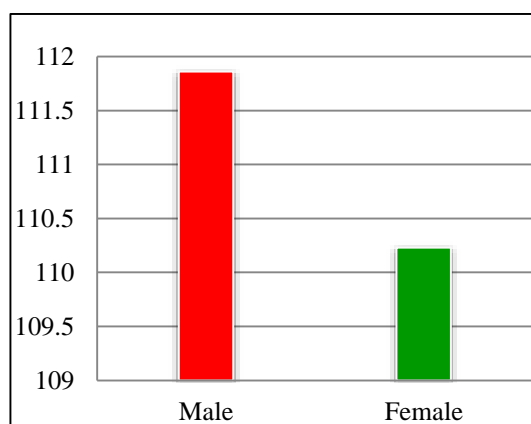
Table-IV: Data Showing the Emotional Maturity Scores of Male and Female Secondary School Students

Variable	Category	Mean	S.D	Level of significance	Null hypoth. (reject/accept)
Emotional Maturity	M	111.86	27.900	Insignificant at 0.05 level	Accept
	F	110.23	27.934		

N=400; D.F.=398; t-*Calc*=0.5825; t-*Tab*=1.97

Table-IV reveals that the mean scores for emotional maturity of male and female secondary school students are 111.86 and 110.23 and S.D is 27.900 and 27.934 respectively. Table has been noticed at 398 degree of freedom tabulated t-value at 0.05 and 0.01 level of significance is 1.97 and 2.59 respectively. It is found that the calculated t-value (0.5825) is less than the tabulated t-value (1.97) at 0.05 level of confidence. That is, the calculated t-value of emotional maturity scores of male and female secondary school students is not significant at 0.05 level of confidence. It shows that male and female secondary school students do not differ significantly in their emotional maturity. Therefore, hypothesis of this objective is retained. The mean value shows that female students are almost equally emotionally mature as their male counterparts in secondary school students.

Figure-II: Emotional Maturity of Male and Female Secondary School Students



FINDINGS OF THE STUDY

The major findings of the present study are: (i) Most of the secondary school students have extremely unstable emotional maturity. (ii) There exists a highly positive correlation between emotional maturity and academic achievement of secondary school students. (iii) Emotional maturity of government secondary school students is higher than the students belonging to private secondary schools. (iv) There exists no significant difference between male and female students on emotional maturity.

EDUCATIONAL IMPLICATIONS

(i) Teachers should be well trained in understanding the problems of students. (ii) Proper democratic atmosphere should be provided in class room as well as in schools for proper emotional and intellectual development. (iii) Teachers should diagnose the problems of poor academic achievement. (iv) Teacher should give extra time and attention to emotionally immature and highly anxious students. (v) Teacher should provide positive reinforcement to the student. (vi) Administration/Management should provide psychological laboratories and other facilities for co-curricular activities in the schools. (vii) Administration should make available the facility of guidance and counseling services for the students in schools. (viii) Parent should pay

special attention to provide healthy atmosphere to their children. (ix) Parents should encourage their children to become emotional mature. (x) Parents should provide friendly atmosphere to the child so that they can share their problem with them.

The main finding of this study is that government secondary school students are more emotionally mature than private secondary school students. It may be due to the fact that in private school children are better taken care off in comparison to students of government schools. In other words children of private school are overprotected by both parents as well as school. Furthermore, students of government schools have relatively more free time in comparison to students of private schools so they may have more interaction/ exposure with the society and accordingly have many sour and sweet experiences which help them in growing emotionally more mature. From this perspective, private school should provide its students some opportunity of exposure to society or first-hand experience in various situations so that they may be able to live their life independently and grow as an emotionally mature person.

SUGGESTIONS

(i) Emotional security not only affects child's physical growth but also his emotional development. By providing love and affection, child feels more secure and in turns, he/she becomes emotionally balanced. (ii) Parents should never discourage their children for low academic achievement instead they must encourage their children to achieve more and more. (iii) Parents and school should provide protective and enriched environment to increase secure experiences. (iv) Parents should help their children to maintain a harmonious relationship with everybody in home and outside. (v) Parents and teachers should behave gently and rationally to encourage children doing for positive and useful activities. (vi) The teacher should provide independent and secure

atmosphere to children for good academic achievement and emotional maturity. (vii) The evaluation system should be student friendly. (viii) CCE should be introduced for the overall development of the students. (ix) Teacher should not be authoritative in nature and he/she should provide reasonable freedom to students. (x) School authorities should provide better facilities for attaining high academic achievement. (xi) Authorities should provide better environment for attaining emotional maturity. (xii) National educational system should know the components of emotional maturity and should try to improve its educational plans. (xiii) Educational system should provide services of counselors/psychological professionals to help the students to grow emotionally mature and, hold family training meetings for parents.

CONCLUSIONS

The present study reveals that most of the secondary school students are extremely unstable regarding emotional maturity and there exist a highly positive correlation between emotional maturity and academic achievement of secondary school students. It also reveals that the students belonging to government secondary schools are emotionally more mature than students of private secondary schools and female students are almost equally emotionally mature as their male counterparts.

ACKNOWLEDGEMENTS

The authors are thankful to the Chairman, Department of Education for providing necessary facilities. The cooperation of all the Principals, student respondents who constituted the sample for the present study, is also gratefully acknowledged.

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