

RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

***Bindu T.S**

****Vajeela B**

Abstract:

The study was intended to determine the relationship between Emotional Maturity and Academic Achievement of Secondary School Students. The study also examined whether there was any significant difference in the mean scores of Emotional Maturity based on gender, locale and family type. The sample comprised 400 secondary school students drawn by stratified random sampling technique. Emotional Maturity Scale was used for collecting data. The data were analyzed using descriptive and inferential statistics. The study inferred that the secondary school students possessed a moderate level of Emotional Maturity. The findings showed that there existed substantial marked correlation between Emotional Maturity and Academic Achievement. The study also revealed that there is significant difference in the emotional maturity of secondary school students with respect to locale and family type. Also it is inferred that there is no significant difference between male and female students with regard to emotional maturity.

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity.

Emotional Maturity is the characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescent period. A person may be said to be emotionally matured if he has in his possession almost all types of emotions positive or negative and is able to express them at the appropriate time in an appropriate degree. An emotionally mature individual has the capacity to make effective adjustment with himself, members of his family, and his peers in the school or work place. Emotional immaturity leads to general unhappiness as seen in the feelings of fear, failure, disappointment, frustration and stress. Emotional maturity means how a person faces a situation and how well they cope and deal with the situation.

The development of emotionally matured behaviour is one of the prime aims of education. An emotionally mature and competent student can make appropriate decision and can cope up with academic matters. Emotional maturity is an important factor that contributes to higher academic performance. It is only through a well designed implemented educational programme that the child could be equipped with necessary knowledge and skills. In the vast sea of education, even

*Bindu T.S. Assistant Professor Fathima Memorial Training College Pallimukku, Kollam.

**Vajeela B Assistant Professor Valiyam Memorial College of Teacher Education
Edappalikkotta.

though Academic Achievement is a single drop, it is still the index of a child's future in this highly competitive world. The baffling facts, which have come to limelight, are that in spite of having similar educational facilities, environment and aspirations, academic achievement of students differ from one another. Therefore, the topics – Emotional Maturity and Academic Achievement assumes a lot of significance in the modern educational system. This observation necessitated a study on the relationship between Emotional Maturity and Academic Achievement of Secondary School Students.

Objectives

- To find out the level of Emotional Maturity of Secondary School Students.
- To study the relationship between Emotional Maturity and Academic Achievement of secondary school students.
- To compare whether there is any significant difference in the relationship between Emotional Maturity and Academic Achievement of Secondary School Students with respect to gender, locale and family type.

Hypotheses

The directional & null hypothesis have been formulated for the present study -

- The secondary school students differ in the level of Emotional Maturity.
- There exists no significant relationship between Emotional Maturity and Academic Achievement of Secondary School Students.
- There exists no significant difference in the relationship between Emotional Maturity and Academic Achievement of Secondary School Students with respect to Gender, Locale and family type.

Methodology

The method adopted for the study was Normative Survey. The sample comprised of 400 secondary school students drawn by 'Stratified Random Sampling Technique'. The data were gathered using Emotional Maturity Scale constructed and validated by the investigator. The content validity of the tool was ensured by expert opinion. The test retest reliability of Emotional Maturity Scale was 0.81. The data were analyzed using i. Descriptive statistics such as mean and standard deviation. ii. Inferential statistics such as Pearson's Product Moment Correlation iii. t-test.

Result and Discussion

Table-1

Level of Emotional Maturity of Secondary School Students

Sl.No	Emotional Maturity	Number and Percentage
1	High level of emotional maturity ($M + 1\sigma$)	143 (35.8%)

2	Moderate level of emotional maturity ($M + 1\sigma$ to $M - 1\sigma$)	157 (39.3%)
3	Low level of emotional maturity ($M - 1\sigma$)	100 (25%)
	Total	400

Table 1 shows that majority of the secondary school students have moderate level of Emotional Maturity (39.3%). The findings of the study reveal that majority of the secondary school students belong to the moderate emotional maturity group and hence the hypothesis that; ‘The secondary school students differ in their emotional maturity’ is accepted.

Table-2

Relationship between Emotional Maturity and Academic Achievement in the whole sampling and sub samples.

Variables	Sample	R	Level of Significance
Emotional Maturity & Academic Achievement	Whole	0.752	0.01
	Male	0.61	0.01
	Female	0.56	0.01
	Rural	0.64	0.01
	Urban	0.50	0.01
	Nuclear family	0.54	0.01
	Joint family	0.70	0.01

From the above table, it is clear that the correlation between Emotional Maturity and Academic Achievement of Secondary School Students is found to have significant marked correlation for the whole sample, Male, Rural, Urban and Joint family samples similar findings were reported by Sandhu (1992), Singh (1997), Christie & Manoharan (2007) and Larsen & Juharz (1985). Whereas moderate relation was found in the case of female and Nuclear family sample. Hence the hypothesis that ‘There exists no significant relationship between Emotional Maturity and Academic Achievement of Secondary school students in the whole sample and relevant sub samples’ is accepted.

Table-3

Significance of difference in the mean scores of Emotional Maturity of Secondary School Students on the basis of gender, locale and family type.

Sample	'r' value	'z'	Critical ratio	Level of significant
Male	0.61	0.71	0.744	Not significant
Female	0.56	0.63		
Rural	0.64	0.76	3.37	Significant at 0.01
Urban	0.50	0.42		
Joint family	0.70	0.87	2.01	Significant at 0.01
Nuclear	0.54	0.60		

From the above table it is clear that 't' values 3.37 and 2.01 ($P < 0.1$) are significant at 0.01 level for locale and family type. It means that there is significant difference in the mean scores of Emotional Maturity of secondary school students with respect to locale and family type. The 't' value obtained is 0.744 ($P > 0.1$) is not significant at 0.01 level for gender. Therefore the null hypothesis that "There exists no significant difference in the relationship between Emotional Maturity and Academic Achievement of Secondary School Students with respect to gender, locale and family type" is partially substantiated.

Main Findings

- The secondary school students possessed a moderate level of Emotional Maturity.
- A significant marked correlation was found between Emotional Maturity and Academic Achievement of Secondary School Students.
- There existed a significant difference in the Emotional Maturity of Secondary School Students with respect to locale and family type.
- There existed no. significant difference between male and female students with regard to emotional maturity.

Educational Implications

- By identifying students suffering from emotional immaturity, teachers and guidance personnel can provide special measures to overcome emotional disturbances and direct the students to proper scientific study habits leading to better achievement.
- The parents should assist their wards in taking immature emotions and help them lead a productive academic life.
- Policy makers and curriculum planners can design and implement educational programmes that support and enhance students' emotional maturity.
- Academicians and practitioners can devise compensatory attempts for the improvement of students' emotional maturity leadings to further improvement in the academic scene.

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