

A STUDY ON EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF STUDENTS AT SECONDARY LEVEL

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Abstract

The present study explored the extent to which the Emotional Maturity and Academic Achievement of Students at Secondary Level. The survey research technique was used for the study. In the present study sample of 100 students (50 boys and 50 girls) were taken by using proposanate simple random sampling technique. Emotional Maturity scale developed by the investigator on 2015 was used for data collection. Moreover, for academic achievement Marks

obtained in the Xth class of the State board, aided and Matriculation board for assessing the achievement of students. The findings of the study revealed that: (i) There is no significant difference between boys and girls secondary level students on emotional maturity. (ii) There is no significant difference between boys and girls at secondary level students on academic achievement.

Key Words: *Emotional Maturity, Academic Achievement, Secondary level.*

Introduction

Emotional maturity is the characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well- balanced emotional behavior in his day-to-day life. A person may said to be emotionally matures, 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. According to Jersild (1963), emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others. Emotional maturity is a state of balanced feeling and self-control. Academic achievement is of great importance for students. It is affected by two major factors: subjective factors or individual factors and objective factors or environmental factors. Secondary education is a gateway to the opportunities and benefits of economic and social development. Quality secondary education is indispensable in creating a bright future for individuals and nations alike. Secondary education marks the first turning point in the academic life of the individual. At this stage the children are equipped with the skills and information necessary to manipulate in the next higher stage of education.

Review of Related Literature

Suneetha Hangal (2007) study assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children's Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by 't' test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Mriganka Narayan Das (2014) conducted to study the relationship between Academic achievement and Emotional maturity among secondary school students of Rural and Urban areas. A sample of 100 secondary school students from Burdwan district (in India) was selected. Emotional maturity Scale was employed to collect the necessary data which was analyzed using Mean, S.D., t-test and correlation. The findings of the study revealed that emotional maturity and academic achievement of students from rural and urban areas do not differ significantly. The study also revealed that a negligible relationship exists between academic achievement and emotional maturity of secondary school students of rural area. The findings also showed that there was a significant relationship between emotional maturity and academic achievement of the urban students and for the total sample.

Krishan Lal (2014) the light of the observations, analysis and interpretations of the data, the following recommendations are put forward for the betterment of young adolescents. To make them emotionally mature and self-confident, they should be provided facilities of guidance and counseling with the help of counselors. Suitable and positive climate should be provided to the students, which can further enhance their achievement. Co-curricular activities should be introduced to the adolescents that can lead them to become more self-confident and mature person. Administrators in the field of education must ensure the congenial school environment for the students, which motivate them to achieve their academic goals. Incentives and scholarships should be given to needy students. To develop a better understanding between student and teachers, PTA meetings should be conducted frequently. Continuous evaluation by conducting demonstration, provision for smart class (facilities of educational gadgets in the classrooms), quiz programmes and English language laboratories could be carried out for better achievement of the student.

Statement of the Problem

A Study on Emotional Maturity and Academic Achievement of Students at Secondary Level.

Objective of the Study

1. To study and compare the emotional maturity of boys and girls secondary level students.
2. To study and compare the academic achievement of boys and girls secondary level students.

Hypotheses

1. There is no significant difference between boys and girls secondary level students on emotional maturity.
2. There is no significant difference between boys and girls secondary level students on academic achievement.

Delimitations

The present study being exploratory in nature has following delimitations:

1. The study was delimited to Xth class students of secondary schools in Coimbatore District in Tamil Nadu.
2. Secondary school students have been selected on simple random sampling biases.
3. The present study is delimited to three independent variables only.

Methodology

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

Sample for the Study

In the present study sample of 100 students (50 boys and 50 girls) were taken using proportionate simple random sampling technique.

Tools for the Study

Tools used to be;

1. Emotional Maturity Scale - developed by the investigator.
2. Marks obtained in the Xth class of state board, aided and Matric board for assessing the achievement of secondary level students.

Statistical Analysis

The collected data were tabulated and analyzed using descriptive statistics, namely mean, standard deviation, t-test to get results.

Analysis and Interpretation of Data

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved with the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

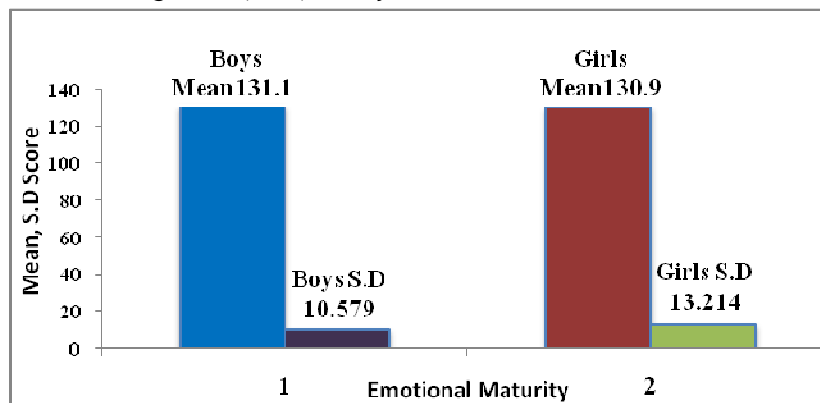
Hypothesis-1: There is no significant difference between boys and girls secondary level students on emotional maturity

Table 1: Showing the Means, SD, 't' Value and level of Significance of 50 boys and 50 girls Students on Emotional Maturity

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Emotional Maturity	131.1	10.579	130.9	13.214	0.925	N.S **

S*-Significant N.S**-Not Significant

Figure-1: Showing Means, S.D, of Boys and Girls Students on Emotional Maturity



Interpretation

Table -1 shows that the mean scores of boy's student for emotional maturity are 131.1 ± 10.579 and girl's student is 130.9 ± 13.214 . The calculated t-value is 0.925 which is

no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of emotional maturity. Thus, our hypothesis that, "There no significant difference between boys and girls secondary level students on emotional maturity" is Accepted at 0.05 level of significance.

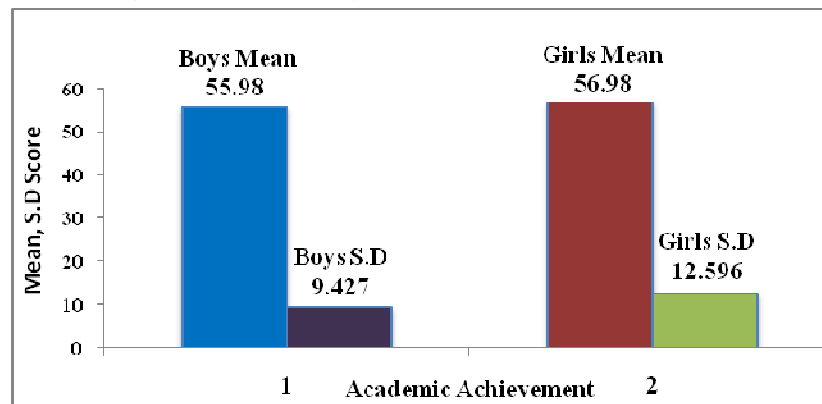
Hypothesis-2: There is no significant difference between boys and girls secondary level students on academic achievement

Table 2: Showing the Means, SD, 't' Value and level of Significance of 50 boys and 50 girls Students on Academic Achievement

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Emotional Maturity	55.98	9.427	56.98	12.596	0.612	N.S **

S*-Significant N.S**-Not Significant

Figure-2: Showing Means, S.D, of Boys and Girls Students on Academic Achievement



Interpretation

Table -2 shows that the mean scores of boy's student for academic achievement are 55.98 ± 9.427 and girl's student is 56.98 ± 12.596 . The calculated t-value is 0.612 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of academic achievement. Thus, our hypothesis that, "There no significant difference between boys and girls secondary level students on academic achievement" is Accepted at 0.05 level of significance.

Findings

Major findings of the present study are as under:

1. There is no significant difference between boys and girls secondary level students on emotional maturity.
2. There is no significant difference between boys and girls secondary level students on academic achievement.

Conclusions

From the above said findings, we can conclude that the boys students are different on emotional maturity as compared to girls students. The girls' students show better academic achievement as compared to boys' students. The development of any country requires integrated personality of younger generation. Based on the finding and discussions, it could be concluded that we must develop a positive attitude, emotional stability among secondary level students and aspire them for good academic achievement. In the context of liberalization, privatization and globalization of education, a healthy, productive, creative and innovative education is the need of the hour. The education system relies on the future teachers. Teacher education is believed to be the only hope to make the society better. Teachers are the persons who could develop and mould the students as a good citizen and make them emotionally matured to hold the responsibility on their shoulders for developing their nation. The younger generation should be emotionally stable and confident to excel in their academic performance and enhance life skills to face the problems in future. Moreover, it is the responsibility of the teachers and the school administrators to create a better learning environment that arouses students' interest to achieve higher goals and they should ensure transfer of emotional intelligence into academic performance, critical and creative thinking.

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