

## **EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT: A CORRELATIONAL STUDY**

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### Abstract

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Various changes in life of an adolescent lead to emotional conflicts, leading to its expression or suppression. Appropriate outbreak of the adolescent's feelings and emotions is crucial at this stage in life. The person who is able to keep a lid on his emotions is thought to be emotionally mature. Educational achievement is attainment of a desired grade or ability. There is a common notion that the emotional maturity affects the academic achievement. The emotional maturity could be related to academic achievement so the researcher has taken up this study to find out the correlation between the two variables. In the present study correlation is found out between emotional maturity and academic achievement. The findings of the study revealed significant correlation between emotional maturity and academic achievement. The study can be helpful for teachers and educational administrators.

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## **1. Introduction**

Adolescence is the transitional period between childhood and adulthood. Many changes mark this period, that is, physical and psychological. The development is also characterised with quest in the mind of an adolescent. Various changes in his life lead to emotional conflicts, leading to its expression or suppression. Appropriate outbreak of the adolescent's feelings, emotions is crucial at this stage in life. The adolescent has the pressure to perform well in school also, hence leading to a greater expectation from him. The adolescents are facing a variety of changes, hence suitable guidance at this stage is essential to augment their self concept, knowledge and skills so that they can manage their emotions and solve their problems and causes of stress or depression. During this period how the child views himself and the self esteem will shape his personality. Moreover, educational achievement will also determine his self worth as an individual. Thus, this amalgamation of various thoughts, conflicts and expectations needs to be channelized at this stage. Emotions have to be appropriately expressed at the right time and in the right degree and manner. The person who is able to have and keep a lid on his emotions is thought to be emotionally mature. It is better that we have a power or command over our emotions rather than the emotions being the controlling agent. A person is expected to have greater control over emotions to lead an efficient life. Educational achievement is attainment of a desired grade or ability. The amount of knowledge or skills the person has acquired is his achievement. Parents want their child to be at the peak of the success and get desired grade at each level. If the fulfilment of this goal is not achieved by the student, then he may have emotional disturbance. Therefore, there is a lot of effort put in by teachers and parents so that the child will achieve better in a formal education system.

### **Emotional maturity**

Emotional maturity is the way in which we handle our emotions. An emotionally mature person will look into the stress causing stimulus and try to sort and solve the problem and not let the situation get a control over his life. An emotionally mature person will have a well attuned life. According to Chamberlain (1960), an emotionally matured person is one whose emotional life is well under control. Emotional maturity is believed to be predictor of success at various stages in life. A study by Lipton et. al., (1975) revealed that emotional maturity was a predictor of success in essay tests among medical students. As emotions are a part of our daily life, we cannot ignore

them. Many people think that they have risen above the emotions by ignoring or rejecting them, but this leads to unpleasant consequences such as fear, flight from unpleasant situations, inner conflicts and lack of self confidence. There are various ways by which we can control our emotions such as optimistic reaction to the bad stimulus, understand advantages and disadvantages of the reaction we give to the stimulus, the emotional expression can be controlled and less intensified, maintain a positive outlook towards life, balance in emotions whether good or bad, managing our emotions in an appropriate way. Only with emotional maturity can we maintain positive relationships with friends and peers. We can also be a responsible member of the society if act in a practical way to various situations. According to Walter D. Smitson (1974), Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality. According to Singh (2017), Emotional maturity is having mental clarity, independence in making appropriate decisions, being practical, being active by participation in activities for a relevant cause, being relational, respecting peers and teams, making connections and intimate relationships, having a healthy value system, acting honestly and living by principles and having concern for all humanity.

### **Academic achievement**

Achievement is the student's success or accomplishment in any subject. Achievement is the amount of learning or understanding in subjects. It also helps the teacher to know how much learning has taken place. According to Good (1941), academic achievement means the knowledge and skill acquired by a student in his or her subject which is measured quantitatively as test scores. According to Dictionary of Education, Carter (1959) described academic achievement as the knowledge attained or skills developed. There are many factors which affect academic achievement such as socio-economic background, intelligence, personality, aptitude, study habits, home and school environment, methods of teaching etc. These factors are kept in consideration when designing curricula and educational programmes to be with the needs of the pupils.

## **Review of literature**

There existed substantial marked correlation between Emotional Maturity and Academic Achievement was found out by Bindu T. S., Vajeela B. (2014). Whereas, the finding by Saraswat, B. & Singh, S. (2015) showed that there is no significant correlation between emotional maturity and academic achievement of high school students. The study by Das, M. N. & Ghosh, S. (2014) 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. No significant correlation was found between emotional maturity and academic achievement in study done by Rai, D. and Khanal, K. Y. (2017). There is positive and significant correlation between emotional maturity and academic achievement of B.Ed students was shown by Moshahid, M. (2017). A study done by Yolila, S. T., Talawar, M. S. (2013) showed significant relationship between Emotional maturity and Academic Achievement of secondary school tribal students in Tuensang district of Nagaland.

## **Need of the study**

Every adolescent in his life faces stress, conflicts and problems that may be physical, emotional, personal etc. These problems may be a cause for behaviour issues and the child is not able to express his emotions. This leads to put him in a shell and that is aloof from everybody. This has to be tackled as in later stages of life, this behaviour deviation may be a reason for malformed personality. The child suffers even academically as he is not able to focus in his studies properly. Sometimes the adolescent becomes aggressive or develops an immature behaviour. Hence it is essential that the child knows the reason for his aggressive behaviour or why he has gone into a shell. This leads to a lower emotional maturity. There is a common notion that the emotional maturity affects the academic achievement. The emotional maturity could be related to academic achievement so the researcher has taken up this study to find the correlation between the two variables.

## **2. Research Method**

### **Objectives**

To study the emotional maturity of students.

To find out the correlation between emotional maturity and academic achievement.

### **Hypothesis**

There is no significant correlation between emotional maturity and academic achievement of boys and girls.

### **Method**

The present study is a descriptive survey type of research. In this study, correlation is found out between emotional maturity and academic achievement.

### **Population and sample**

The population comprises of all the students of Ahmedabad city studying in grade IX. The sample is taken by random method which has multistage sampling method. The students are selected by cluster sampling method. The sample consists of 500 students of grade IX studying in secondary schools of Ahmedabad.

### **Tool**

The emotional maturity was found out by using Emotional maturity scale prepared by Dr. Manoj C. Shastri. The academic achievement was obtained by securing the marks obtained in final exam in grade VIII.

### **Statistical Techniques used**

The data was treated by statistical techniques like Mean, S.D and coefficient of correlation was found out to know the relation between emotional maturity and academic achievement.

### **3. Results and Analysis**

The correlation between emotional maturity and academic achievement was found out by finding the coefficient of correlation by Pearson's Product moment correlation. The calculated 'r' was 0.71. This value is significant at 0.01 level of significance.

#### 4. Conclusion and Educational Implications

By the obtained value of 'r' we can say that there is significant correlation between emotional maturity and academic achievement.

##### **Educational implications**

The finding of the study shows positive correlation between emotional maturity and academic achievement. Thus, it can be said that emotional maturity affects the child in his academic endeavours also. The environment of school and home should be a positive one for the correct expression of the child's emotions as it may affect his performance. The student should not be discouraged in any manner; rather support should be given to fulfil his needs and desires. Teachers should express their care and support for the child and provide an environment that is conducive for the expression of the feelings and emotions. Positive reinforcement can be given so that the student feels encouraged to perform better. Therefore, the student will have greater emotional maturity and be able to excel academically as well.

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