

EMOTIONAL MATURITY OF STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

Emotions are those forces which enable an individual to cope up with circumstances for survival. Emotions have strong link with needs and interests. A healthy emotional development inculcates emotional maturity among students which is the product of interaction between many factors like home environment, school environment, society and culture. Emotionally matured students are better adjusted. Emotional maturity can be called as a process of impulse control through the agency of self or ego. As emotional pressure is increasing day by day among students so, there was a need to study emotional maturity among students in relation to their academic achievement. A sample of 120 students studying in senior secondary schools of Faridabad was selected to know their emotional maturity in relation to their academic achievement. Emotional Maturity Scale (EMS) developed by Dr. Yashveer Singh and Dr. Mahesh Bhargava was used for the collection of data. Results of the study show that emotional maturity not only affects student's physical growth but also his mental and emotional development. The study provides the evidence to show that there is positive relationship between emotional maturity and academic achievement of students studying at senior secondary level. It is very important that teachers should express their love and concern towards students by involving, spending more time and interacting with them, so that students feel free to exchange their ideas, view and feelings with them.

KEY TERMS: Emotion, Emotional Maturity, Academic Achievement.

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INTRODUCTION

Adolescence is regarded as one of the most important period of life that occurs between childhood and adulthood. This transition involves biological, social, and psychological changes. Emotional maturity means, controlling your emotions rather than allowing your emotions to control you. Emotional maturity is a significant predictor of the level of success that an individual will achieve in their lifetime. Academic achievement is the product of intellectual and nonintellectual factors like intelligence, interest and environment. In the field of education academic achievement is one of the major concerns as it acts like a ladder through which a student can reach his destination and it is also a root cause for future development. There are so many factors such as school environment, home environment, subject matter, student's physical and mental health etc. which affect academic achievement of a student. Emotional maturity plays a significant role for mental well-being of an individual. A physical fit and mentally sound student can be good in grasping content of the subjects consequently be better in academic achievement.

EMOTIONAL MATURITY

Emotional maturity means, controlling your emotions rather than allowing your emotions to control you. We can control our emotions and thoughts by becoming aware of our negative and inaccurate beliefs and ideas. Emotional maturity is not related to physical maturity. Emotional maturity is expected to be but, does not grow with your chronological age. Emotionally mature people are sensible people who take full control of their lives. Thus, Emotional Maturity (EM) means;

Mental Clarity: able to think clearly & rationally.

Independence: make appropriate decisions and observe consequences

Practical: know what we want and the ability to make it happen.

Function: make the effort to learn what we need to know our goals.

Participation: join group and community activities that foster creativity, collaboration, and empowerment, perhaps volunteer in a relevant cause.

Relational: treat people as separate entities with the right to their own needs, wishes & dreams.

Respect: understand and tolerate different views, cooperate with peers and teams, caring about others and representing their concern.

Connections: make connections easily, sustain intimate relationship, take in friendship and love, share decisions & resources.

Spiritual, Moral Responsibility: have a healthy value system (code of ethics) and choose what's right for ourselves first and then in relation to others.

Congruent: Act honestly, live by principles and listen to their intuition.

Altruism: concern for all humanity and help others realistically.

Emotionally mature people are sensible people who take full control of their lives. Life for them is not a show, therefore every emotion that these emotionally mature people project are real and sorted. It is suffice to say that emotionally mature people lead a well-adjusted life due to their healthy outlook on life. An emotionally mature person will have many of the following traits:

- A positive outlook and ability to be a team player
- Ability to successfully plan and follow through
- Balance in all things and Internal integrity
- Empathy and genuinely caring about others and demonstrating that ability
- Having moderation and balance in all things, even when it is difficult
- Honesty and living by one's principles
- Knowing what one wants and making it happen
- Long term, close relationships and maintain appropriate control over behavior
- Patience and Self-confident
- Self-reliance and the ability to take responsibility for one's life and actions
- Successful employment
- The ability to connect with others in a cooperative and positive way
- Thinking before acting and having control over one's behavior

LEVELS OF EMOTIONAL MATURITY

Emotional Maturity has generally six levels as given below;

1. Basic Emotional Responsibility- When a person reaches level one of emotional maturity, they realize that they can no longer view their emotional states as the responsibility of

external forces such as people, places, things, forces, fate, and spirits.

2. Emotional Honesty- Emotional honesty concerns the willingness of the person to know their own feelings. They are related solely to the person's conscious and unconscious fears of dealing directly with the critical voices they hear inside.

3. Emotional Openness- This level concerns the person's willingness and skills in sharing their feelings in an appropriate manner and at appropriate times. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

4. Emotional Assertiveness- The person at this level of work enters a new era of positive self-expression. This person makes time for their feelings. They prize and respect them. Such understand the connection between suppressed feelings, stress, and illness.

5. Emotional Understanding- Persons on this level understand the actual cause and effect process of emotional responsibility and irresponsibility.

6. Emotional Detachment- At this level the person lives without the burden and snare of emotional maturity, self-images, self-constructs, and all group-concepts and thing-concepts. True detachment from all emotional maturity has occurred. Thus true detachment from others has also occurred, which means that absolute emotional responsibility has been achieved.

ACADEMIC ACHIEVEMENT

Achievement is the performance of the pupil's accomplishment in a subject. An Achievement is a task-oriented behavior. It is degree of success in any task. Academic Achievement may be defined as measure of knowledge, understanding or skills in a specified subject or group of subjects. Hence, Academic Achievement is concerned with the quantity and quality of learning attained in a subject of study or group of subjects after a period of instructions. Thus assessment of academic Achievement helps both the students and the teacher to know where they stand. Perhaps, no one would deny the importance of academic Achievement in student's life as it serves as an emotional tonic. High Achievement in schools builds self-esteem and self-confidence, and emotional maturity which leads to better adjustment with the groups.

Good (1973) refers to academic Achievement as “The knowledge attained or skill development in school subjects usually designated by test scores or marks assigned by the teacher.”

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is the most complex period of human life. There are several problems which they have to face in this period such as emotional, physical, personal, psychological, social, behavioral etc. Due to the emergence of these problems, their behavior deviates from the normal pattern. They exhibit these deviations by aggressiveness. Every teacher and parent must know about the nature and changes emerging in adolescence period. They must know the aggressive problems, behavioral problems and immaturity problems related to adolescence period and to deal effectively with these problems and to help them to solve these problems and to help them to develop their personalities in a better way. It is also necessary for them to be familiar with causal factors of aggressive behavior of students so that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society. Students' academic achievement may have direct relation with their emotional maturity and emotional immaturity. Therefore, the investigator carried out a study to know senior secondary students' emotional maturity in relation to their academic achievement.

STATEMENT OF THE PROBLEM

The problem that can be considered stated as follows- “*A Study of Emotional Maturity of Students In Relation To Their Academic Achievement*”

OBJECTIVES OF THE STUDY

1. To study the Emotional maturity of senior secondary school students.
2. To study the academic achievement of senior secondary school students.
3. To study the relationship between Emotional maturity and academic achievement of senior secondary school students.

HYPOTHESES OF THE STUDY

The present study aims at testing the following hypotheses:

1. There is no significant relationship between emotional maturity and academic achievement of senior secondary school students.

DESIGN OF THE STUDY

The present study is descriptive study. Descriptive method was used to study level of Emotional maturity among senior secondary school students in relation to their academic achievement. In the present study emotional maturity is independent variables and academic achievement of senior secondary school students is the dependent variable.

Population: The students studying in senior secondary schools located in Faridabad district of Haryana state constituted population for the study.

Sample: The sample of the study comprised of 120 students of class XI studying in senior secondary schools of Faridabad district.

TOOLS USED

Following tools were used to collect the required information.

1. Emotional Maturity Scale (EMS) developed by Dr. Yashveer Singh and Dr. Mahesh Bhargav.
2. Achievement of the students was calculated as the marks obtained by the student in class X board examination and taken from school examination record register.

PROCEDURE OF DATA COLLECTION

Research tools are administered on the sample subjects for collecting the data. The data were obtained by administering *Emotional Maturity Scale* a standardized scale constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The scores of academic achievement of the sample were collected by the investigator from the overall grades/ marks obtained by the students in class X board examination.

STATISTICAL TECHNIQUES EMPLOYED

Mean and Standard Deviation (S.D) were calculated thereafter coefficient of correlation 'r' was computed to study the relationship between various variables.

DELIMITATIONS OF THE STUDY

Due to paucity of time the present study was delimited to;

1. 120 students of class 11th only.
2. Students studying in senior secondary school located at Faridabad district of Haryana only.

CORRELATION BETWEEN EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT

Table -1 shows the descriptive statistics and the coefficient of correlation between the emotional maturity and academic achievement of senior secondary school students.

Variables	N	M	S	Cor	Re
		ean	. D.	relation	marks
Emotional Maturity	1 20	1 81.86	9 .71	0.86	Si gnificant
Academic Achievement	1 20	6 4.04	6 .91		

The calculated coefficient of correlation (r) between scores of emotional maturity and academic achievement of senior secondary school students was found to be 0.86 which is significant at 0.05 level and 0.01 level of significance. Thus, it is concluded that there is significant correlation between emotional maturity and academic achievement of the students studying in senior secondary schools located at Faridabad district of Haryana.

MAIN FINDINGS OF THE STUDY

The main findings those emerge from the present study are given as following:

- Most of the students were found at average level of Emotional Maturity.
- The calculated coefficient of correlation (r) between scores of Emotional Maturity and academic achievement of senior secondary school students was found to be 0.86 which is significant at 0.05 level and 0.01 level of significance. Thus, it is concluded that there is significant correlation between emotional maturity and academic achievement of the students studying in senior secondary schools located at Faridabad district of Haryana.

- There is a positive correlation between emotional maturity and Academic Achievement of the student.

- Emotional Maturity influenced academic achievement of the students. So schools should provide conducive environment to their students which would help them to perform better academically.

CONCLUSION

It can be concluded from the above findings that emotional maturity not only affects student's physical growth but also his mental and emotional development. Teachers as well as Parents should never discourage their students, especially those who suffer from emotional immaturity. The study has provided evidence to show that there is a positive relationship between Emotional Maturity and the academic achievement of students at the Secondary school level in Faridabad. It is very important that teachers should express their love and concern towards students by involving, spending more time and interacting with them, so that students feel free to exchange their ideas, view and feelings with them.

EDUCATIONAL IMPLICATIONS

Findings of the present study have important implications. Some of the implications have been given below: -

- The finding of the study supports the view that emotional maturity correlates positively with academic achievement of students. Students with high emotional maturity are likely to perform better than those with low emotional maturity.
- The actions and reactions of teachers and parents should be such that they should intend to encourage, suggest, assure and reinforce students that they become academically capable and can do well if they work harder.

- To sustain their level of emotional maturity in the students, parents, teachers and the society as a whole should see both male and female students as equal competitors in education and should extend equal attention and opportunities to both genders. Any form of gender bias or stereotype in the education sector that favours any of the sexes should be avoided.

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