

A Study of Maturity and Academic Achievement of Senior Secondary Schools Students

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Abstract

The study aimed to explore the relationship between Emotional Maturity and Academic Achievement among senior secondary school students. It also investigated whether there were significant differences in Emotional Maturity based on gender, locale, and family type. The sample included 100 senior secondary schools students selected through a stratified random sampling technique. Data were collected using an Emotional Maturity Scale and analyzed with both descriptive and inferential statistics. The findings indicated that students generally exhibited a moderate level of Emotional Maturity. A significant and substantial correlation was found between Emotional Maturity and Academic Achievement. Additionally, the study revealed significant differences in Emotional Maturity related to location and family type. However, no significant differences were observed in Emotional Maturity between male and female students.

Key words- Maturity, Academic achievement, Boys and Girls Students, Location, Family type

Introduction

Emotional maturity is a crucial factor in shaping an individual's personality and significantly influences the overall development of a person. It represents the outcome of healthy emotional growth, manifesting in behavior that demonstrates stability and understanding at any given stage of life. Attaining emotional maturity is vital for leading a balanced and fulfilling life. A fundamental objective of any effective educational program is to facilitate the learner's journey towards achieving emotional maturity. This involves equipping students with the skills and understanding necessary to manage their emotions constructively, fostering their personal growth and enabling them to navigate life's challenges with resilience and composure. Thus, the development of emotional maturity is integral to the holistic development of individuals, supporting not only their academic success but also their overall well-being and capacity for healthy interpersonal relationships.

Emotional maturity is a hallmark of adult emotional behavior, typically achieved after the adolescent phase. An emotionally mature individual possesses a broad range of emotions, both positive and negative, and is adept at expressing these emotions appropriately and proportionately to the situation. This maturity allows for effective self-regulation and harmonious interactions with family members, peers, and colleagues, whether at school or in the workplace. Conversely, emotional immaturity often

results in pervasive feelings of unhappiness, manifesting as fear, failure, disappointment, frustration, and stress. Emotional maturity is characterized by the ability to confront challenges and cope with them effectively, demonstrating resilience and adaptability in the face of adversity. This quality is essential for maintaining mental well-being and fostering positive relationships, as it enables individuals to navigate complex social dynamics and personal setbacks with composure and insight.

The cultivation of emotionally mature behavior is one of the fundamental objectives of education. An emotionally mature and competent student is capable of making sound decisions and effectively managing academic responsibilities. Emotional maturity significantly contributes to higher academic performance, as it equips students with the resilience and adaptability needed to navigate the challenges of their educational journey. A well-designed and thoughtfully implemented educational program is essential for providing children with the necessary knowledge and skills to achieve emotional maturity. Although academic achievement may seem like a single drop in the vast ocean of education, it serves as a critical indicator of a child's future prospects in an increasingly competitive world. Despite the availability of similar educational facilities, environments, and aspirations, students' academic achievements often vary significantly. This discrepancy underscores the importance of understanding the relationship between emotional maturity and academic achievement. Therefore, exploring the interplay between these two factors is crucial in the modern educational system, prompting a study on the relationship between emotional maturity and academic achievement among secondary school students.

Objectives of the present study

- To determine the level of Emotional Maturity among Secondary School Students.
- To examine the relationship between Emotional Maturity and Academic Achievement among secondary school students.
- To compare whether there are significant differences in the relationship between Emotional Maturity and Academic Achievement among Secondary School Students based on gender, locale, and family type.

Hypotheses of the present study

- Secondary school students exhibit varying levels of Emotional Maturity.
- There is no significant relationship between Emotional Maturity and Academic Achievement among Secondary School Students.
- There are no significant differences in the relationship between Emotional Maturity and Academic Achievement among Secondary School Students based on gender, locality and family type.

Methodology of the present study

The study utilized a Normative Survey method to assess the levels of emotional maturity among secondary school students.

Sample of the present study

A total of 100 students were selected through a ‘Stratified Random Sampling Technique’ to ensure a representative sample of senior secondary schools of Meerut District.

Data collection tools

Data collection was carried out using an Emotional Maturity Scale that was both constructed and validated by the researcher. The content validity of the scale was confirmed through expert evaluation, and the test-retest reliability was established at 0.81, indicating a high degree of consistency in the measurements over time.

Statistical technique used

The collected data were analyzed using several statistical methods. Descriptive statistics, including mean and standard deviation, were employed to summarize the data. For inferential analysis, Pearson’s Product Moment Correlation was used to explore the relationship between variables, while the t-test was applied to determine if there were significant differences between groups.

Result and Discussion

Table-1

Level of Emotional Maturity of Senior Secondary Schools Students

S.No	Emotional Maturity	Number and Percentage
1	High level of emotional maturity ($M + 1\sigma$)	52 (52 %)
2	Moderate level of emotional maturity ($M + 1\sigma$ to $M-1\sigma$)	33 (33 %)
3	Low level of emotional maturity ($M-1\sigma$)	15 (15%)

Table-1 indicates that the majority of senior secondary schools students exhibit a moderate level of Emotional Maturity, with 33% falling into this category. The study’s findings suggest that most students are categorized within the moderate emotional maturity range. Consequently, this supports the hypothesis that senior secondary schools students exhibit variations in their levels of emotional maturity, confirming that differences in emotional maturity are indeed present among them.

Table-2

Relationship between Emotional Maturity and Academic Achievement in the wholesample and sub-samples.

Variables	Sample	R	Level of Significance
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Emotional Maturity & Academic Achievement	Whole	0.64	0.05
	Male	0.65	0.05
	Female	0.67	0.05
	Rural	0.58	0.05
	Urban	0.56	0.05
	Nuclear Family	0.74	0.05

Emotional Maturity and Academic Achievement across the entire sample of senior secondary schools students. This significant correlation is consistent for various sub-groups, including male students, rural students, urban students, and those from joint families.

However, a moderate correlation was observed specifically among female students and those from nuclear families. This indicates that while Emotional Maturity and Academic Achievement are generally related, the strength of this relationship varies among different sub-groups.

Therefore, the hypothesis stating that ‘There is no significant relationship between Emotional Maturity and Academic Achievement among Secondary School Students’ is not supported. The results affirm that there are significant correlations between Emotional Maturity and Academic Achievement across most sub-groups, except for the noted variations.

Table-3
Significance of difference in the mean scores of Emotional Maturity of Secondary School Students on the basis of gender, locality and family type

Sample	‘r’ value	‘z’	Critical ratio	Level of significant
Male	0.69	0.79	0.849	Not significant
Female	0.65	0.72		
Rural	0.67	0.76	3.59	Significant at 0.05
Urban	0.58	0.52		
Joint family	0.56	0.87	2.61	Significant at 0.05
Nuclear	0.74	0.70		

The analysis of the data reveals that the ‘t’ values for locale and family type are 3.59 and 2.61, respectively, with significance levels of $P < 0.5$. This indicates that there are significant differences in the mean scores of Emotional Maturity among senior secondary schools students based on their locale (rural vs. urban) and family type (joint vs. nuclear). These differences are significant at the 0.05 level, suggesting that locale and family type significantly influence students’ Emotional Maturity.

Conversely, the 't' value for gender is 0.744, with a significance level of $P > 0.1$, which is not significant at the 0.01 level. This means there is no significant difference in the mean scores of Emotional Maturity between male and female students.

Therefore, the null hypothesis stating that 'There are no significant differences in the relationship between Emotional Maturity and Academic Achievement among Secondary School Students based on gender, locality and family type' is partially substantiated. The hypothesis is supported in terms of gender but not for locale and family type, where significant differences were found.

Findings of the present study

- The secondary school students exhibited a moderate level of Emotional Maturity.
- A strong and significant correlation was found between Emotional Maturity and Academic Achievement among senior secondary schools students.
- There was a significant difference in the Emotional Maturity of senior secondary school students based on their locale and family type.
- There was no significant difference in Emotional Maturity between male and female students.

Educational Implications

- By identifying students who are experiencing emotional immaturity, teachers and guidance counselors can implement targeted interventions to address emotional issues. This approach helps guide students toward effective study habits and strategies, ultimately improving their academic performance and overall achievement.
- Parents should support their children in managing immature emotions and help them cultivate productive academic habits for a successful academic life.
- Policy makers and curriculum planners can create and implement educational programs that foster and enhance students' emotional maturity.
- Academicians and practitioners can develop targeted strategies to enhance students' emotional maturity, which can lead to further improvements in their academic performance.

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