

## **A STUDY OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR EMOTIONAL MATURITY**

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### **ABSTRACT**

Achievement is the performance of the pupil's accomplishment in a subject. An achievement is a task-oriented behavior. It is the degree of success in any task. Academic Achievement may be for a particular subject or a total score of several subjects combined. Hence, Academic Achievement of is concerned with the quantity and quality of learning attained in a subject of study or group of subjects after a period of instructions. The success or failure of a student is measured in terms of academic achievement. It helps the teacher to know whether teaching methods are effective or not and helps them in bringing improvement accordingly. It is the common observation that success in the academics serves as an emotional tonic for a child in school. Emotions are those forces which enable an individual to cope up with circumstances for survival. Emotions have strong links with needs and interests. A healthy emotional development inculcates emotional maturity among students, which is the product of interaction between many factors like the home environment, school environment, society and culture. Emotionally matured students are better adjusted. As emotional pressure is increasing day by day among students so, there was a need to study academic achievement of adolescents in relation to their emotional maturity. A sample of 240 adolescents studying in secondary schools in Faridabad was selected to know their academic achievement in relation to their emotional maturity. Emotional Maturity Scale (EMS) developed by Dr. Yashveer Singh and Dr. Mahesh Bhargav was used for the collection of data. The findings of the study show that the academic achievement of adolescents is affected by their emotional maturity. The study provides the evidence to show that there is positive relationship between academic achievement of adolescents and their emotional maturity. 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, views and feelings with them.

**KEYWORDS:** Emotional Maturity & Academic Achievement

### **INTRODUCTION**

Adolescence occurs between childhood and adulthood. It is regarded as, one of the most important transition periods of the life, of an individual. This transition involves biological, social, and psychological changes. In the past a strange notion possessed in the minds of a great as well as common people was that academic achievement is only dependent upon intelligence. But with the exploration of new knowledge, it has been noticed that there are other factors, which are as important as intelligence. Similarly, all the social classes play a vital role in the academic achievement of students.

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 the

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 physically fit and mentally sound student can be good at grasping the content of the subjects consequently be better in academic achievement.

## ACADEMIC ACHIEVEMENT

Achievement is the performance of the pupil's accomplishment in a subject. An achievement is a task-oriented behavior. It is the degree of success in any task. Academic Achievement may be defined as a 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. This 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.

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.

**Pandey (1973)**, states that “Academic Achievement is the quality and quantity of learning in the subject or group of subject as assessed by examination marks”.

**Hawes and Hawes (1982)** “The word academic means referring to the institutional system of formal education within a school, school or university, theoretical and not of practical importance, a scholarly person who works in higher education.”

**Taneja's Dictionary of Education (1989)**, “Academic Achievement refers to, performance in school or school in a standardized series of educational test.”

**Ladson-Billing (1999)** stated that at its best, academic achievement represents intellectual growth and the ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless indoctrination of the young into the canons and orthodoxy. In short, Academic Achievement may be defined as a measure of knowledge, understanding or skills in a specified subject or a group of subjects. The academic Achievement may be for a particular subject or a concerned with the quantity and quality of learning attained in a subject of study or group of subjects, after a period of instructions.

## FACTORS AFFECTING ACADEMIC ACHIEVEMENT

There are several factors which affect academic achievement of the students and these factors can be grouped into two broad classes as given below;

**Subjective Factors:** - These are related to the individual himself. These factors include:

- Intelligence

- Learning ability
- Aptitude
- Sex
- Study habits
- Anxiety, etc.

**Objective Factors:** - These factors are related to the environment of the individual.

- Socio – economic status
- Evaluation system
- Home environment
- Class room environment
- Methods of teaching
- Teacher's efficiency, etc.

Too much parental pressure among adolescents is not good. It affects their academic achievement, self-esteem and creativity.

## **EMOTIONAL MATURITY**

Emotion is the energy, which makes the mind work. It supplies the energy for survival. Emotions are physical and mental feelings and are necessary for life and stimulate one to behave in a certain way. There is a difference, between emotional maturity and immaturity. The difference lies in careful thought, putting it to use constructively. Since emotions are part of our core being, we cannot ignore them without consequences. There may be some ways to control over our emotions as given below;

- One must know that the impulse can be reacted both positively and negatively, but emotionally matured personally always choose the first option.
- Its human tendency to react for any action since infancy, but emotionally matured person chooses the way to react the external environment.
- Realize pros and cons of having an immediate impulse.
- The intensity of emotions should be appropriate to the situation
- We should not feel humiliated nor do we feel a need to humiliate or hurt others.
- A positive outlook and ability to be a team player
- To be balance in all situations and show empathy and genuinely caring about others and demonstrating that ability
- Long term, close relationships and maintain appropriate control over behavior

- Self-reliance and the ability to take responsibility for one's life and actions
- Ability to connect with others in a cooperative and positive way

Emotional maturity means, controlling our emotions rather than allowing our emotions to control us. We can control our emotions and thoughts by becoming aware of our negative and inaccurate beliefs and ideas. Emotionally mature people are sensible people who take full control of their lives. Thus, Emotional Maturity is;

**Mental Clarity:** Able to think clearly & rationally.

**Independence:** Make appropriate decisions and observe the 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 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 relationships, take on friendship and love, share decisions & resources.

**Spiritual, Moral Responsibility:** Have a healthy value system 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.

Emotional maturity doesn't mean physical maturity. It means that no matter how old we are it does not guarantee our emotional maturity. Emotionally mature people are sensible people who take full control of their lives

## **NEED AND SIGNIFICANCE OF THE STUDY**

Adolescence is a transition period of great stress, struggle and frustration. 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. Therefore, the investigator carried out a study to know students' academic achievement in relation to their emotional maturity.

## STATEMENT OF THE PROBLEM

The research work is entitled as, “A Study of Academic Achievement of Adolescents in Relation to their Emotional Maturity”

## OBJECTIVES OF THE STUDY

- To study the academic achievement of adolescents.
- To study the Emotional maturity of adolescents.
- To study the relationship between academic achievement and emotional maturity of adolescents.

## HYPOTHESIS

The present study aims at testing the following hypotheses:

- There is no significant relationship between academic achievement and emotional maturity of adolescents.

## DESIGN OF THE STUDY

The present study is descriptive study, which is correlation in nature. Descriptive survey method was used to study academic achievement of adolescents in relation to their emotional maturity.

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

**Sample:** Random sampling technique was used for the selection of a sample of 240 students of class IX studying in secondary schools of Faridabad district of Haryana.

## TOOLS USED

Following tools were used for the collection of data.

- Emotional Maturity Scale (EMS) developed by Dr. Yashveer Singh and Dr. Mahesh Bhargav.
- Achievement of the students was calculated as the marks obtained by them, in class 8<sup>th</sup> examination and taken from school examination record register.

## PROCEDURE OF DATA COLLECTION

The data were obtained by administering Emotional Maturity Scale a standardized scale constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava on the selected sample. The scores of academic achievement of the sample were collected by the investigator from the overall grades/ marks obtained by the students in class 8<sup>th</sup> examination. The obtained data were treated by using statistical tools such as Mean and Standard Deviation (S.D) and coefficient of correlation ‘r’ was computed to study the relationship between two variables.

## DELIMITATIONS OF THE STUDY

The present study was delimited to;

- 240 students of class 9<sup>th</sup> only.

- Adolescents studying in secondary schools of Faridabad district.

## CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL MATURITY

Table 1 shows the descriptive statistics and the coefficient of correlation between the academic achievement and emotional maturity of Adolescents.

**Table 1: Correlation between Academic Achievement and Emotional Maturity**

Variables	N	Mean	S. D.	Correlation	Remarks
Emotional Maturity	240	187.26	18.71	0.73	Significant
Academic Achievement	240	121.02	16.91		

The calculated coefficient of correlation ( $r$ ) between scores of academic achievement and emotional maturity of adolescents was calculated to be 0.73 which is significant at 0.01, level of significance. Thus, it is concluded that there exists a significant correlation between academic achievement and emotional maturity of the adolescents studying in secondary schools located in Faridabad District of Haryana.

## MAIN FINDINGS OF THE STUDY

**The Main Findings those Emerge from the Study are given below**

- Most of the students were found at an average level of Emotional Maturity.
- The calculated coefficient of correlation ( $r$ ) between scores of academic achievement and emotional maturity of adolescents studying in class 9<sup>th</sup> was calculated to be 0.73 which is significant than 0.01 level of significance.
- There exists a significant correlation between academic achievement and emotional maturity of the adolescents studying in secondary schools located in Faridabad District of Haryana.
- There is a positive correlation between emotional maturity and academic achievement of the students.

## CONCLUSIONS

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 which are responsible for his/her academic achievement. 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 academic achievement and emotional maturity of adolescents at secondary school level in Faridabad. Academic achievement of the students is affected by the emotional maturity of the students. So schools should provide helping environment for their students, which help them to perform better academically. 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 with them.

## EDUCATIONAL IMPLICATIONS

**Some of the Educational Implications of the Study are given below**

- The finding of the study supports the view that the academic achievement of students correlates positively with their emotional maturity. Students with high emotional maturity are likely to perform better than those with low emotional maturity. So, the teachers and parents should treat the students friendly.

- 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.
- 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 in every aspect of education. Any form of gender bias in education should be avoided.

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