



EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS OF MEWAT (NUH) DISTRICT

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ABSTRACT

Emotional Maturity involves recognizing one's own emotions, managing them effectively and understanding the emotions of others to guide behaviour wisely, whereas the Academic performance refers to actual performance score in their respective learning field. The aim of the present study is three fold:

- i. *To assess the emotional maturity of senior secondary students with respect to the literacy level of their parents.*
- ii. *To assess the academic performance of the senior secondary students with respect to the literacy level of their parents.*
- iii. *To determine the significant difference in the emotional maturity between male and female students.*
- iv. *To determine the significant difference in academic performance between male and female.*

Emotional maturity scale by Tara Sabapathy (2017) was administered on 100 subjects comprising of 55 male and 45 female senior secondary school students in small groups of 5 to 10 students in each session. The academic performance was determined by their academic score of end term results of proceeding class. Mean averages of emotional maturity and academic performance was calculated of the over all sample of both the genders as well as with respect to the literacy level of their parents. Significant differences between male and female students both for emotional maturity and academic performance was determined by applying the 't' test to the data. Results indicated that emotional maturity was highest among the students whose parents have education upto class 7th and the least emotional maturity was among those students whose parents have education of more than class 12th of graduation. Academic performance was highest among the children of uneducated parents. The emotional maturity was significantly more among male students whereas academic performance was significantly more among female students than their counter parts. Results indicated that the literacy level of the parents do not have any bearing either on emotional maturity or academic performance:

Keywords: *Emotional Maturity, Academic Achievement, Senior Secondary Students.*



Introduction

In today's age every individual is trying to balance life in such a manner that he / she is able to adjust well, develop meaningful life and achieve maximum for his own benefit and for the benefit of the society as a whole. This is possible if the individual is emotionally mature and able to handle all the life situations with ease and maturity. There are various interpretations of an emotionally mature individual and emotional maturity. Emotionally mature individual is the one who responds to any situation thoughtfully take responsibility of his actions, does not react impulsively and shows empathy to others even when his own life feels challenging. Emotional maturity is the ability to understand, manage and express one's emotions in a healthy and balanced way especially in the state of stress and conflicts. According to Gordon Allport "Emotional maturity is the ability of an individual to accept reality, control emotions and respond to situations with tolerance and balance". While Goleman states that "Emotional maturity involves recognizing one's own emotions, managing them effectively and understanding the emotions of others to guide behaviour wisely". Various other famous psychologists have also provided definitions of emotional maturity according to their own perspectives. Erickson advocates that "Emotional maturity is reflected in an individual's conflicts, leading to emotional stability and healthy relationships."

According to Freud "Emotional maturity is the capacity to love and to work, which signifies balanced emotional development and effective adjustment to life." All these definitions point towards a conclusion that emotional maturity is not being serious rather it is about an emotional balance of an individual where one can recognize his own emotions without denial or suppression. It helps individuals to regulate their responses in a well- accepted manner without letting impulses take over. Emotionally mature individuals communicate feelings clearly within respectable boundaries of civilized society. They are able to take responsibility of their actions and mistakes without stress and conflicts. Emotionally mature individual is able to empathize with other's perspectives and emotions.

Jabson (2020) studied the emotional maturity among adolescents and stated its importance. According to him emotional maturity enables adolescent create a fulfilled happy life which helps them to lead a healthy social and individual life.

He stated that most of the participants were found to be extremely emotionally immature. Factors such as age, gender of the participants, type of family and siblings had no associations with emotional maturity of the participants. Rather a pattern of dynamic interaction exists between developing adolescents and their social environments. In the present study the other variable is the academic achievement of senior secondary students.



Academic achievement of students refers to the level of success a student attains in educational activities usually measured through examinations, grades, test scores and academic performance outcomes.

Renowned educationists gave definitions of academic achievements according to their own perspectives which still holds true.

Ebel (1965) defined “academic achievement as the knowledge, skills and competencies that students acquire as a result of instruction, usually measured through tests, examinations or grades”. Good (1959) noted that “Academic achievement is the knowledge attained or skills developed in school subjects usually designated by test scores or marks assigned by teachers.”

Bloom (1976) put forward as “Academic achievement represents the outcome of learning experiences in cognitive, affective and psychomotor domains which is reflected in student performance.” According to Anastasi (1979) “Academic achievement is the level of performance in educational tasks as measured by standardized tests or teacher made assessments.”

The core idea of all these definitions is that academic achievement refers to the extent to which a learner successfully acquires knowledge, skills and competencies through educational instructions and this success is measured through tests, examinations, grades or other assessment tools. This means that academic achievement is the measurable outcome of learning experiences in formal education. Sherfat & Murthy (2016) studied the relationship between critical thinking skills and academic achievement among senior secondary students in Mysuru. The finding show that student with higher critical thinking abilities tended to have better academic achievement. Study habits also influence the academic achievement of students. This was reported by Ali & Faaz (2017) “A positive correlation exists between effective study habits and achievement, female and private school students showed better habits. Gupta and Mehtani (2017) examined self-regulated learning and demographic variables in relation to academic achievement and the findings suggested that self-regulated learning, type of school and gender each had significant effects on achievement. Some educationists and research scholars studied the emotional maturity and academic achievement as well and recorded varied results.

Yadav (2023) investigated the relationship between emotional maturity and academic achievement among senior secondary students. The major findings showed moderate emotional maturity levels, had positive correlation with academic achievement. Emotional maturity also different significantly by location and family type but not by gender.

Mathew and Singh (2024) examined how emotional maturity levels influence academic performance of higher secondary students. The sample consist of 360 students from Nalgonda district in Telangana. The results showed that positive correlation between



emotional maturity and academic achievement. Female students tended to exhibit higher emotional maturity and better academic performance than male students. In another study Habbi (2024) studied emotional maturity among senior secondary students across various groups like gender, type of school, stream, family type and social category. The findings indicated that emotional maturity did not significantly differ by gender, school type, stream or locality but did vary by family type and social category. Yasmin and Thaqib (2015) found a positive correlation between emotional maturity and academic achievement among class IX students in secondary level. Multiple studies have shown that higher emotional maturity correlates with higher academic achievement among adolescents and senior secondary students. Some researches suggests female students tend to exhibit greater emotional maturity and stronger academic performance.

Methodology:

Objectives of the study

1. To assess the emotional maturity of the senior secondary students with respect to the literacy level of their parents.
2. To assess the academic performance of the senior secondary students with respect to the literacy level of their parents.
3. To determine the significant difference in the emotional maturity between male and female students.
4. To determine the significant difference in the academic performance between male and female students.

Sample

The sample of the study consisted of 100 senior secondary students. Out of these 55 are male students and 45 are female students.

Variable

Independent Variables

1. Gender
2. Literacy level of parents

Dependent Variables

1. Academic achievement
2. Emotional maturity

Tools and Procedure

Emotional maturity scale development by Dr. Tara Sabapathy (2017) is used. This scale has six components of emotional maturity. These components are self-knowledge, self-confidence, acceptance of reality, self-control, social adjustment and consistency. The academic performance / academic achievement of the students is measured by the performance of the students in the term end examinations of the previous class. The academic achievement is given in percentage.



Scoring: The scale of emotional maturity consists of 44 items half of which are positively worded and remaining half are negatively worded.

The scale had four point response categories i.e. always, sometimes, rarely and never. For positive items always, sometimes, rarely and never are given the weightage of 4, 3, 2 and 1 scores respectively. In the case of negatively worded items the scoring procedure is reverse. The reliability of the scale is 0.88 and validity of the scale is 0.72. The maximum score of the scale is 176 and the minimum score of the scale is 44.

Analysis: According to the objectives of the study the data was collected, scored and tabulated and analyzed with relevant statistical measures.

The scale of emotional maturity was administered on boys and girls of secondary school. The academic achievement is measured by the percentage obtained in the previous term end examinations of their respective class.

Results and Interpretations

Table 1: Showing the degree of emotional maturity and academic performance of the students with respect to the level of literacy of their parents.

Dimensions	N	Uneducated	Upto Class 7	Upto Class 12	Above Class 12 & Graduates
Level of Education					
Emotional Maturity	100	124.63	126.91	126.29	121.85
Academic Performance	100	48.52	45.81	48	43.57



The results of objective 1 and 2 may be gauged from Table 1 wherein emotional maturity and academic performance of the senior secondary students have been given with respect to literacy level of their parents. Emotional maturity appears to be highest among the children whose parents either have education upto class vii/7 or xii/12 followed by the children of uneducated parents and those whose parents are either graduates or above class 12th. This indicates that their parental literacy level is having the least impact on the emotional maturity of their wards, rather it is much more impacted by the oneself understanding, self-concept and the self-esteem. Meaning thereby that the uneducated parent children are determined to rise high which is responsible due to their emotional maturity. It is also evident from their academic performance as the uneducated parent's children have recorded the highest academic performance followed by the children whose parent's education qualification is upto class 12th. The interesting finding pertaining to emotional maturity and academic performance was found to be the least among children whose parents are graduate or above class 12th. This reflects that instead of the parental literacy level perhaps the parenting style is much more significant for building the emotional maturity of their children which also noticed for their academic perform.

Table 2: Showing the degree of Emotional Maturity of the students in respect of the gender.

Group	N	Mean	SD	SEM	SED	t	Significance
Male	55	128.12	5.2	0.70	1	5.12	0.01
Female	45	123	4.8	0.72			

Table 2 refers to the objective 3 which indicates that there is a significant difference in the level of Emotional Maturity between male and female students as the 't' value is 5.12 significant at .01 level. The degree of emotional maturity is 128.12 among males which is tis 123 among females. This indicates that the female probably get less exposure outside their four walled home than their counterpart male. Moreover the societal restrictions are also responsible for the presence of low emotional maturity among female students. The SD value further indicates that the male subjects have higher degree of SD which means that the variation among the male group is more indicating that some may be having more emotional maturity while others have less. Whereas among females more or less the degree is almost same.



Table 3: Showing the academic performance of students with respect to gender.

Group	N	Mean	SD	SEM	SED	t	Significance
Male	55	47.05	5.12	0.69	0.92	3.58	.01
Female	45	50.28	4.2	0.63			

Table 3 pertains to the objective 4 of the study which shows that there is a significant difference in the academic performance level between male and female students where the 't' value found to be 3.8 significant at .01 leve. The academic performance was found to be more among female students than male students. The female have a higher degree of performance than the male which indicates that they are having more consistency and their academic endeavour than the male students which is also reflected in the SD values of both the groups. The presence of higher degree of academic performance among female indicates that their approach is goal directed which is also reflected in their emotional maturity level. These results of the table 2 and 3 suggests that there is no direct relationship between emotional maturity and academic performance of both the groups, which is also observed by Mathew and Singh (2024).

Conclusion

The academic performance and the Emotional Maturity varied among the students belonging to the parents having different levels of literacy where the emotional maturity is found to be the highest among the students whose parents education level is upto class 7th, while it is least among the parents whose educational level is above class 12th. Likewise the academic performance is highest among the illiterate parent's children while it is least among the students whose parents have above 12th education level.

Although emotional maturity is found to be highest among male but the academic performance is higher among female which do not establish any concrete relationship or affect between emotional maturity and academic performance.

Suggestions

The findings suggest that for good emotional maturity and the academic performance, parenting style appears to be more crucial than merely the literacy level of parents. Hence there is a need to have a mixed parenting style in upbringing the children meaning there by time based and issue based parenting is more reasonable than consistent approach across the situations.

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