

Academic Achievement of Senior Secondary School Students in Relation to Emotional Maturity in Pulwama District of J&K

Mudasir Ahmad Mir ¹ Ashaq Ahmad Talie ²

ABSTRACT

The current study was conducted to examine the academic achievement of senior secondary school students in relation to emotional maturity. The sample for the study included 800 senior secondary school students of district pulwama J&K. The descriptive survey method and simple random sampling technique was used for the collection of data. The current study reveals that there is a positive co-relation between the academic achievement and emotional maturity among senior secondary students of District Pulwama.

INTRODUCTION

Emotion is nothing but the human response towards a certain notion or behaviour. The Latin word "emovere," which means to move out" or "to stir up," is the root of the English word "emotion." People express their feelings in many ways. These emotions include things like love, disgust, fear, joy, hatred and fury, among others. Emotion can be seen as a significant factor in a person's character. The emotions which a person expresses are formed by the brain. It is the process through which the brain interpreted certain behaviors in light of prior knowledge. A person's emotions are particularly significant since they have a significant impact on their intellect and behaviour. An individual will make decisions in his life as a result of these emotions.

Emotional maturity is the level of emotional development that a person has attained. If someone hasn't matured to that point, they are still young. In terms of physical development, that makes sense, but what does being emotionally immature actually mean? Emotional maturity is described by way of the American psychological Association as "a high and appropriate level of emotional regulation and expression." on the other hand, emotional immaturity is "an inclination to express feelings without restrict or in share to the context."

Young people of all ages are today facing difficulties in life. These difficulties lead to a wide range of psycho-somatic problems, including anxiety, tension, annoyances, and emotional disruptions in daily life. to put it any other way, they have a look at of emotional life is becoming into a descriptive field, similar to anatomy. It focuses on how forces of various

magnitudes and intensities interact (Singh and Bhargava, 1990). In his book "The Secret of Maturity," Kevin Fitz Maurice (2010) identified the following emotional maturity levels:

Fundamental emotional maturity - while a person reaches degree one emotional maturity, they understand they could no longer understand their emotional states as being below the have an effect on of external forces which include human beings, locations, things, forces, destiny, and spirits. They also learn to cease utilizing linguistic cues that suggest victimization or helplessness toward their feelings as well as a lack of emotional ownership.

Operational definitions of key terms used

- **Emotional Maturity:** Emotional Maturity is the capacity to manage and to check ones emotions and to evaluate other emotional state and to persuade their judgment and actions. Emotional maturity in the present study was taken as the total scores obtained by the senior secondary school student in the **Emotional Maturity Scale developed by Dr.Yashvir Singh and Dr.M Bhargava (2012)**
- **Academic achievement:** Knowledge attained or skill developed in the school subjects, usually designated by test scores or by marks assigned by teachers to Higher Secondary Students. The total marks (score) obtained by students in the previous senior Secondary examination conducted by Jammu and Kashmir State Board of School Education (JKBOSE) was taken as the score of Academic achievement.

OBJECTIVES OF THE STUDY

- To find the relationship between emotional maturity and academic achievement of senior secondary school students.
- To compare male and female senior secondary school students on emotional maturity.
- To compare rural and urban senior secondary school students on emotional maturity.

HYPOTHESIS OF THE STUDY

- There is no relationship between Emotional Maturity and Academic Achievement of Senior secondary school students.
- There is no significant difference in perceived emotional maturity among senior secondary school students with respect to gender.
- There is no significant difference in perceived emotional maturity among senior secondary school students with respect to locale.

Research Method

The descriptive survey method was used for the current study.

Sample and Sampling Technique

The study consisted of 800 senior secondary school students which included rural Urban and male female students. The simple random sampling technique was used for the collection of data.

Scale Used


The Emotional Maturity Scale developed by Dr.Yashvir Singh and Dr.M Bhargava (2012) was used for the current study.

Stastical Techniques Employed

The stastical techniques used in the present study are mean, S.D, T-test, and coefficient of correlation test.

Analysis and Interpretation

Table 1: Showing the overall levels of Emotional Maturity among senior secondary School Students

Levels	N	%age
Low	8	1.0 
Average	592	74.0
High	200	25.0
Total	800	100.0

According to the chart above, there were 800 senior high school pupils, 74% shows average Emotional Maturity, 25% shows high Emotional Maturity and only 1% of students shows low Emotional Maturity.

Table 2: Showing the levels of Emotional Maturity among male and female senior secondary school students

Levels	Male		Female	
	N	%age	N	%age
Low	4	1.0	4	1.0
Average	316	79.0	276	69.0
High	80	20.0	120	30.0
Total	400	100.0	400	100.0

Out of 400 male senior secondary school students, 79% displayed average emotional maturity, 20% displayed high emotional maturity, and just 1% shown low emotional maturity, according to the aforementioned data.

Among 400 female senior secondary school pupils, 69% shown average emotional maturity, 30% displayed high emotional maturity, and 1% displayed low home environment.

Fig 1: Showing the levels of Emotional Maturity among male and female senior secondary school students.

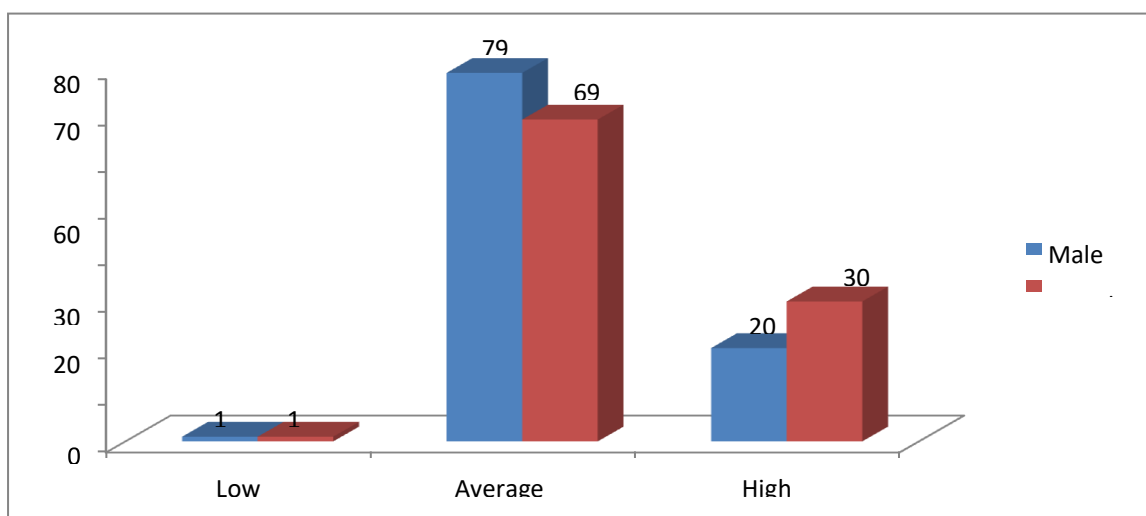


Table 3: Showing the levels of Emotional Maturity among rural and urban senior secondary school students.

Levels	Rural		Urban	
	N	%age	N	%age
Low	4	1.0	4	1.0
Average	308	77.0	284	71.0
High	88	22.0	112	28.0
Total	400	100.0	400	100.0

According to the aforementioned data, out of 400 senior secondary school pupils in rural areas, 77% exhibit average emotional maturity, 22% exhibit high emotional maturity, and just 1% exhibit low emotional maturity.

There are 400 senior secondary school pupils from metropolitan areas, and 71% of them exhibit average emotional maturity, 28% exhibit high emotional maturity, and 1% exhibit low emotional maturity.

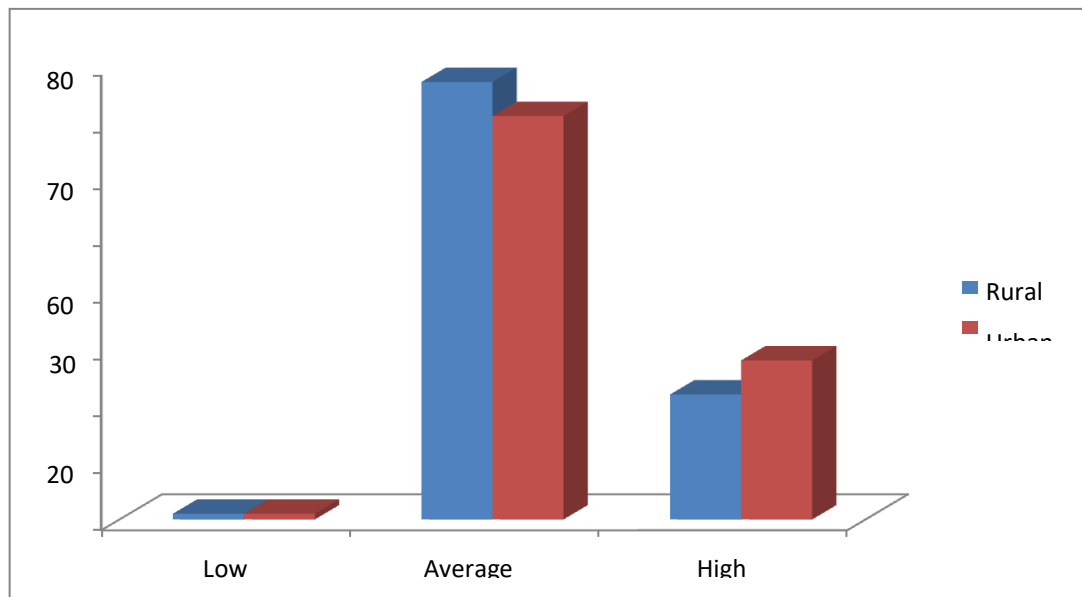


Fig 2: Showing the levels of Emotional Maturity among rural and urban senior secondary school students.

Table 4: Showing the mean comparison between male and female senior secondary school students on independence dimension of Emotional Maturity (N=800)

Group	N	Mean	S.D	t-value	Level of significance
Male	400	23.07	7.11	3.99	Significant at 0.01 level
Female	400	21.11	6.78		

The aforementioned table displays the average difference in the freedom dimension of emotional maturity between male and female senior secondary school pupils. According to the research, there is a 0.01 level difference between senior high school pupils who are male and female. The fact that the calculated t-value is greater than the tabulated t-value and that the mean value favours the male students shows that they are more aware of their social environment than their female counterparts are.

Table 5: Showing the mean comparison between male and female senior secondary school students on “Personal Adjustment” dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	24.59	8.911	4.10	Significant at 0.04level
Female	400	22.26	7.050		

The 'Personal Adjustment' component of emotional maturity shows the mean difference between male and female senior secondary school pupils in the above table. The statistical data shows that senior secondary school pupils who are male and female differ significantly from one another, with the difference being significant at the 0.01 level. Male senior secondary school students have a higher level of personal adjustment than their female senior secondary school counterparts, according to the mean score, which favours the male students.

Table 6: Showing the mean comparison between the male and female senior secondary school students on Social Adjustment dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D.	t-value	Level of Significance
Male	400	21.32	6.78	4.36	Significant at 0.01 level
Female	400	19.47	5.11		

The aforementioned table displays the average difference in emotional maturity on the "Social Adjustment" dimension between male and female senior secondary school pupils. According to the data, there is a statistically significant difference between male and female students on the "Social Adjustment" dimension. The difference was determined to be statistically significant at the 0.01 level. Since the mean value favours the male students, it may be deduced that male secondary school students have a stronger capacity for social adjustment than their female counterparts.

Table 7: Showing the mean comparison between Male and Female senior secondary school students on "Personal Adjustment" dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	20.50	2.45	1.76	Insignificant
Female	400	20.80	2.36		

The accompanying table shows the average difference in emotional maturity on the Personal Adjustment dimension for male and female senior secondary school pupils. The calculated t-value does not exceed the tabulated value at any level of Personal Adjustment, indicating that both male and female senior secondary school students are nearly equally sensitive, according to the statistical data, which shows that there is no significant

difference between the two groups. Even while there is a mean difference that favours female students, the difference does not manifest at any level of individual change.

Table 8: Showing the mean comparison between male and female senior secondary school students on "Independence" dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Male	400	18.85	6.650	6.57	Significant at 0.01 level
Female	400	15.97	5.719		

Looking closely at the following table reveals the mean substantial difference in emotional maturity on the "Independence" dimension between male and female students. According to statistical data, there is a substantial difference between senior secondary school pupils who are male and female on the "Independence" dimension. The difference was determined to be significant at the 0.01 level. The fact that the mean difference favours the male students demonstrates that male senior secondary school students are more aware of their social surroundings than female senior secondary school students.

Table 9: Showing the mean comparison between Male and Female senior secondary school students on Composite Score of Emotional Maturity (N=800).

Group	N	Mean	S.D.	t-value	Level of significance
Male	400	108.33	28.67	4.36	Significant at 0.01 level
Female	400	99.61	27.83		

The average difference in emotional maturity ratings between male and female senior secondary school pupils is seen in the table above. The t-value calculated above exceeds the tabulated value at the 0.01 level, and the mean difference favours the male students, indicating a significant difference between the two groups. This indicates that male senior secondary students have greater emotional maturity than female senior secondary school students.

In light of the aforementioned empirical data, hypothesis No. 2, which reads as follows, **“There is no significant difference in perceived emotional maturity among senior secondary school students with respect to gender”** stands rejected.

Given the aforementioned findings, the Objective, which reads as follows, **“To compare Male and Female senior secondary school students on Emotional Maturity”** stands achieved.

Table 10: Showing the mean comparison between Rural and Urbansenior secondary school students on „EmotionalStability“ dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	20.17	6.921	5.47	Significant at 0.01 level
Urban	400	22.68	6.022		

The aforementioned table displays the average difference in emotional stability between urban and rural pupils. According to the statistical data, senior secondary school pupils in rural and urban areas differ on average on the Emotional Stability dimension, and the difference was determined to be statistically significant at the 0.01 level. Since the mean difference favours urban students rather than rural senior secondary school students, this shows that urban students have superior emotional stability.

Table 11: Showing the mean comparison between Rural and Urbansenior secondary school students on ‘Emotional Progression‘ dimension of Emotional Maturity (N=800)

Group	N	Mean	S.D.	t-value	Level of significance
Rural	400	19.77	4.661	1.36	Insignificant
Urban	400	20.25	5.324		

The aforementioned table displays the average difference in emotional maturity between senior secondary school pupils from rural and urban areas. The statistical data shows that

there is no significant mean difference between the two groups at any level of significance, which demonstrates that the emotional progression of senior secondary pupils in rural and urban areas is nearly identical.

Table 12: Showing the mean comparison between rural and urban senior secondary school students on Social Adjustment dimension of Emotional Maturity (N=400 each).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	21.46	7.36	3.29	Significant at 0.01 level
Urban	400	19.78	7.08		

The aforementioned table displays the average difference in emotional maturity on the "Social Adjustment" dimension between senior secondary school pupils from rural and urban areas. According to the statistical data, there is a substantial mean difference between senior secondary school pupils from rural and urban areas on the "Social Adjustment" dimension. The difference was judged to be significant at the 0.01 level. Since the mean difference favours rural students, it may be concluded that they have greater social acculturation than urban senior secondary school pupils.

Table 13: Showing the mean comparison between Rural and Urban Senior secondary school students on "Personal Adjustment" dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	25.14	6.457	0.78	Insignificant
Urban	400	25.51	7.019		

A quick glance at the following table reveals the mean difference in emotional maturity between pupils in rural and urban areas on the "Personal Adjustment" component. The statistical information shows that there is practically no difference in the personal growth

of the rural and urban senior secondary pupils, with the computed t-value never exceeding the tabulated t-value at any level of personal adjustment.

Table 14: Showing the mean comparison between rural and urban senior secondary school students on Independence dimension of Emotional Maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	18.68	5.95	6.03	Significant at 0.01 level
Urban	400	16.22	5.58		

The above table depicts the mean comparison between rural and urban senior secondary school students on 'Independence' dimension of Emotional Maturity. The statistical data reveals that there is significant mean difference between rural and urban students on 'Independence' dimension and the difference was found to be significant at 0.01 level. As the mean difference favours the rural student which confirms that rural senior secondary school students are having more independence than the urban senior secondary school students.

Table 15: Showing the mean comparison between rural and urban senior secondary school students on Composite score of Emotional maturity (N=800).

Group	N	Mean	S.D	t-value	Level of significance
Rural	400	105.22	29.12	0.39	Insignificant
Urban	400	104.44	31.45		

A brief glance at the accompanying data reveals the mean difference in emotional maturity scores between urban and rural adolescents. According to statistical data, there is essentially no statistically significant difference in emotional maturity between senior secondary pupils in rural and urban areas. This is because the computed t-value does not, at any level of confidence, surpass the tabulated t-value.

Given the aforementioned findings, hypothesis No. 3, which reads as follows, **“There is no significant difference in perceived emotional maturity among senior secondary school students with respect to locale”** stands accepted.

Based on the aforementioned findings, the aim, which reads as follows, **“To compare Rural and Urban senior secondary school students on Emotional maturity”** stands accomplished.

Table 16: Relationship between Emotional Maturity and Academic Achievement of Senior secondary school students

Variables	Correlation	Level of significance
Emotional Maturity Vs Academic Achievement	$r = 0.25$	Significant at 0.05level

According to findings, there is a strong correlation between senior secondary school students academic achievement and emotional maturity, with an R-squared value of 0.25. According to the findings, academic achievement and emotional maturity are favourably correlated. This suggests that the ranking of academic achievement will increase as emotional maturity increases.

In light of the aforementioned findings, hypothesis No. 1, which states, **“There is no relationship between Emotional Maturity and Academic Achievement of senior secondary school students”** stands rejected Based on the aforementioned findings, Objective , which reads as follows, **“To Find out the relationship between Emotional Maturity and Academic Achievement of Senior secondary school students”** stands accomplished

DISCUSSION

Emotions are emotional experiences linked to a person's mental, social, and psychological states that manifest themselves in behaviour. Emotions are closely related to a person's needs, wants, and feelings. It is said that emotional maturity refers to a person's capacity for situational response, emotional regulation, and sophisticated interpersonal behaviour.

Emotional maturity refers to making the correct choice at the right moment in the appropriate way. In the current state of affairs, everyone needs emotional maturity to live peacefully and harmoniously. The current study sought to determine the association between academic success and emotional maturity among senior secondary school pupils. The following are the comparative analysis's findings: Male and female senior secondary school pupils were compared on average on the "Independence" component of emotional maturity. The study's findings indicate that senior secondary school pupils who are male and female differ significantly from one another. The fact that the calculated t-value is greater than the tabulated t-value and that the mean value favours the male students shows that they are more aware of their social environment than their female counterparts are. The average difference in "Personal Adjustment" scores between male and female senior secondary school pupils. According to the research, there is a noticeable disparity between senior secondary school pupils who are male and female. Male senior secondary school students have a higher level of personal adjustment than their female senior secondary school counterparts, according to the mean score, which favours the male students. Male and female senior secondary school pupils were compared on average on the "Social Adjustment" component of emotional maturity. The study's findings indicate that there is a substantial difference in the "Social Adjustment" component between male and female pupils. Since the mean value favours the male students, it may be deduced that male secondary school students have a stronger capacity for social adjustment than their female counterparts. The average difference in emotional maturity on the Personal Adjustment dimension between male and female senior secondary school pupils. Because the estimated t-value does not surpass the tabulated value at any level of Personal Adjustment, the data shows that there is no discernible difference between the two groups and that both male and female senior secondary school students are almost equally sensitive. Despite the fact that the female students are favoured on average, no degree of personal adjustment was reached by the disparity. The average significant difference in emotional maturity on the "Independence" dimension between male and female pupils. According to the findings, senior secondary school pupils who are male and female differ significantly on the "Independence" component. The fact that the mean difference favours the male students demonstrates that male senior secondary school students are more aware of their social surroundings than female senior secondary school students. the average gap in emotional maturity scores between male and female senior secondary school pupils. The study's findings demonstrate a significant gap between the two groups, as indicated by the calculated t-value exceeding the tabulated value at the 0.01 level and the mean difference favouring the male

students, indicating that male senior secondary students have greater emotional maturity than female senior secondary school students.

In terms of the "Emotional Stability" dimension of emotional maturity, there is a mean contrast between rural and urban pupils. According to the research, there is a mean difference in the emotional stability of senior secondary school pupils from rural and urban areas. Since the mean difference favours urban students rather than rural senior secondary school students, this shows that urban students have superior emotional stability. Students in senior secondary schools from rural and urban areas were averaged out for the Emotional Progression component of emotional maturity. The data shows that there is no significant mean difference between the two groups at any level of significance, which supports the finding that the emotional progression of senior secondary pupils in rural and urban areas is almost identical. Students in senior secondary schools from rural and urban areas were compared on the "Social Adjustment" dimension of emotional maturity. The data shows that there is a considerable mean difference on the "Social Adjustment" dimension between senior secondary school pupils in rural and urban areas. Since the mean difference favours rural students, it may be concluded that they have greater social acculturation than urban senior secondary school pupils. On the "Personal Adjustment" component of emotional maturity, there is a mean difference between pupils in rural and urban areas. In accordance with the data, there is no discernible mean difference between the two groups at any level of personal adjustment, indicating that both rural and urban senior secondary students have about identical levels of personal adjustment. The average comparison of senior secondary school pupils in rural and urban areas on the "Independence" dimension of emotional maturity. The data shows that there is a considerable mean difference on the "Independence" dimension between rural and urban pupils. Given that the mean difference is in the rural student's favour, it is clear that rural senior secondary school students are more independent than their urban counterparts. On average, there is a difference in emotional maturity between pupils in urban and rural areas. Since the calculated t-value does not, at any level of confidence, exceed the tabulated t-value, the data indicate that there is no appreciable difference in the mean emotional maturity of senior secondary school students from rural and urban areas. This confirms that the emotional maturity of rural and urban senior secondary students is nearly equal.

CONCLUSION OF THE STUDY

The following conclusions have been put forth for the present study:

- The study found that there is significant difference between male and female senior secondary school students. Male senior secondary school students are having better Personal Adjustment level than their female senior secondary school students.
- The study found that there is a significant difference between the male and female students on 'Social Adjustment' dimension. Male senior secondary students have better Social Adjustment power than their female secondary school students.
- The study found that there is significant difference between male and female senior secondary school students on 'Independence' dimension. Male senior secondary school students are having better recognition to social environment than the female senior secondary school students.
- The study found that there is significant difference between male and female senior secondary school students. Male senior secondary students have better Emotional Maturity than the female senior secondary school students.
- It was found that there is mean difference between rural and urban senior secondary school students on Emotional Stability dimension. Urban students are having better Emotional Stability than the rural senior secondary school students.
- It was found that there is no significant mean difference between rural and urban senior secondary school students, which confirms that the rural and urban senior secondary students are having almost similar Emotional Progression.
- It was found that there is significant mean difference between Rural and Urban senior secondary school students on 'Social Adjustment' dimension. Rural students, which confirms that the rural senior secondary school students are better social adjustment than the urban senior secondary school students.
- It was found that there is no significant mean difference between rural and urban senior secondary school students, which confirms that the rural and urban senior secondary students are almost equally personal adjustment.
- It was found that there is significant mean difference between rural and urban students on 'Independence' dimension. Rural student which confirms that rural senior secondary school students are having more independence than the urban senior secondary school students.

- It was found that there is no significant mean difference between rural and urban senior secondary school students on emotional maturity, which confirms that the rural and urban senior secondary students are almost equally emotionally mature.
- The study found that that Emotional Maturity is positively related with Academic Achievement. This suggests that higher the Emotional Maturity, higher will be the rating of Academic Achievement.

BIBLIOGRAPHY

- Ahn, S.& Fedewa, A. L., (2011). A meta-analysis of the relationship between children's physical activity and Mental Health. *Journal of Pediatric Psychology*, 36(4), 385–397.
- Anita. (2013). A study of perceived influence of Internet use on Social Competence, emotional maturity and general well-being adolescent(Doctoral dissertation, Maharishi Dayanand University, Rohtak India). Retrieved from <http://hdl.handle.net/10603/7814>
- Annie, W., Howard, W.S. & Mildred, M. (1996). Achievement and Ability Tests- Definition of the Domain. *Educational Measurement*, 2, University Press of America, pp. 2-5, ISBN 978-0-7618-0385-0.
- Annuziata,-Jane; Nemiroff,-Marce-A; Scott,-Margaret (Illus) (1998) why am I am only child?. Washington, DC,US: Magination Press/American Psychological Association. (1998)
- Archambault, I., Janosz, M., Fallu, J. S., & Pagani, L. S. (2009). Student Engagement and its Relationship with Early High School Dropout. *Journal of Adolescence*, 32, 651-670.
- Bansal S. (2016) Impact of Internet and Mobile usage on anxiety stress and depression among undergraduate and graduate students of Punjab.Media Technologies-A critical Evaluation,University School of Open Learning Punjab University Chandigarh 21st century Publications,Patiala ISBN: 978-93-85448-06-5.p.47-51

- Bansibihari P. & Surwade L. (2006). “The effect of emotional maturity in teacher effectiveness”. Educational Tracks, Vol. 6, No. 1.
- Baumrind D. (1991). The influence of Parenting Style on adolescent competence and substance use. Journal of Early Adolescence 11(1), 56-95.
- Bhawna Saraswat and Mridula Singh (2015). A correlation study of emotional maturity and academic achievement of high school students. RJMSH Vol 6 Issue 4.
- Crow, A. and Crow, L. D. 1985. Educational Psychology. New Delhi: Asia Publishing House.
- Desai, K.G. The maladjusted adolescent“. Psychology Abstract 7,1975.
- Gakhar S. C. (2003). “Emotional maturity of students at secondary stage: Self concept and academic achievement”. Punjab University, Chandigarh.
- Jadab Dutta , Pranab Chetia , J. C. Soni (2013). Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam. International Journal of Science and Research (IJSR) Volume 5 Issue 7.
- Kaur, M. (2001). A study of emotional maturity of adolescents in relation to Intelligence, academic achievement and environment catalysts, Ph.D. Thesis, P.U.Chandigarh.
- Miglani, D.(2001). “Emotional Intelligence as related to Academic Achievement of adolescents.” Dissertation, D.A.V., College of Education, Abohar.
- Shimsiya, T., & Parambat, A. K. (2016). Emotional maturity of higher secondary school students in relation to birth order and selected stream of study. International journal of innovative research & development, 5(4), 62- 64.
- Singh Y. and Bhargave, M. 1990. Manual for Emotional Maturity Scale (EMS): Agra National Psychological Corporation.