

# A STUDY ON EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF IX CLASS STUDENTS

POOJA SHUKLA<sup>1</sup>, DR. HARIOM CHAUHAN<sup>2</sup>

<sup>1</sup>RESEARCH SCHOLAR, IFTM UNIVERSITY, MORADABAD, UTTAR PRADESH, INDIA.

<sup>2</sup>ASSISTANT PROFESSOR, IFTM UNIVERSITY, MORADABAD, UTTAR PRADESH, INDIA,  
EMAIL: poojashukla0184@gmail.com

## Abstract

The study investigates the correlation of emotional maturity with academic achievement of ninth-grade students in secondary schools. Using a survey research design, the study brought together 500 students (250 boys and 250 girls) selected through simple random sampling. Emotional maturity was measured using Tara Sabapathy's Emotional Maturity Scale, while academic achievement was measured using students Class VII final exam results or their Class IX half-yearly exam results. Data were analyzed to compare emotional maturity and academic achievement by gender. No significant difference was found in emotional maturity between boys and girls, nor were there any significant achievement gaps between genders. Thus, we expect that emotional maturity and academic achievement amongst ninth grade boys and girls are comparable; and that it is imperative they have equitable and rich development in social-emotional learning and academic achievement.

**Key Words:** Emotional Maturity, Academic Achievement, Low Achievers, High Achievers, IX class students.

## INTRODUCTION

Emotional maturity is the capacity to take the appropriate action, at the appropriate time, in the appropriate manner. In the modern world, we need emotional maturity to have peace and harmony in life. Adolescents are the future and their proper development is critical to both our society's preservation, as well as these individual adolescents leading productive lives. Strong emotional maturity greatly contributes to one's level of success. An emotionally mature person can adjust accordingly to different situations, deal with challenges in a calm manner, and make sound decisions (especially under stress).

A child's emotional development is extremely important; without emotions, a person would function as a machine. We know that the current environment is extremely competitive and everyone is striving to get ahead of others. In an effort to win, a person often feels frustration that can adversely affect their lives. This frustration is probably due to a lack of (developmentally appropriate) emotional skills. Emotional maturity helps a person to be self-aware, optimistic, patient, empathetic, disciplined, adaptable, and responsible. These traits are central to being emotionally mature because they allow an emotionally mature person to work through the complexities of life, while maintaining calmness and flexibility.

"Emotional maturity is a process in which the personality is constantly striving for a greater sense of emotional health, both intra-physically and intrapersonally," writes Walter D. Smitson (1974). "An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour," Crow and Crow (1974) stated (as mentioned in Kasundra and Singh, 2008).

Emotions have an important role in human life. Every individual has sentiments and emotions that begin in the cradle and finish in the cemetery. We experience pleasure and suffering in every action we engage in. It enables the organism to cope with a variety of situations that require effort to succeed. Every person's social life is influenced by their emotions. A person's physical and mental health are heavily influenced by their emotional expression.

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Emotional maturity denotes a level reached by an individual that represents an adult stage of emotional development where no signs of immature emotional behaviour are evident. An adult, in the course of physical and intellectual growth, is expected to develop an adequate amount of emotional stability. In short, a person should be emotionally mature and demonstrate this maturity through their actions. Frequently, emotional maturity is associated with emotional regulation or control. Even though adults experience the same feelings as a child, they are normally better at regulating them both internally and in social situations.

Children and youth face many challenges in today's climate. Many of these problems can lead to a variety of psychosomatic symptoms such as trepidation, tension, frustration, and emotional disturbance. Thus, the examination of emotional life has gained traction as a science of description. Emotion is one of the most basic

components of human behaviour, and is influential in the overall functioning of humans. Emotion is produced by a coalescence of cognitive, physiological and contextual factors. A child can develop emotional maturity when they are positively nudged towards independence, accountability, and self-sufficiency. Emotional maturity is a continual process of identifying, differentiating, and ultimately integrating one's feelings, thoughts, and behaviour. According to C.V Good, "Emotions means response to a stimulus resulting in physiological change with high degree of feeling".

Students place a high value on academic success. Subjective or individual characteristics and objective or environmental elements are the two main aspects that influence it. Access to the advantages and opportunities of social and economic development is made possible through secondary education. For both people and nations to have a bright future, high-quality secondary education is essential. The first significant turning point in a person's academic career occurs during secondary school. At this point, the kids have the knowledge and abilities needed to succeed in the following level of schooling.

## LITERATURE REVIEW

### STUDIES ON EMOTIONAL MATURITY AND ACADEMIC ACHIEVERS:

**Lakshmi and Krishnamurthy (2011)** studied the Coimbatore district's upper secondary kids' emotional maturity. Two hundred and twenty higher secondary students from different schools in the Coimbatore area were chosen using the purposive random sample approach to be the subjects of this study. The survey shows that many higher secondary students in the Coimbatore district display lack of emotional stability. Differences were significant amongst all other sub-groups, except higher secondary students age sub-group. The findings of the study provide useful suggestions for curriculum developers, parents and researchers.

**Niranjana, Mythili (2012)** believe that kids and young adults alike are having a hard time getting by in the current environment. Numerous psychosomatic issues are resulting from these challenges. Adolescents in the experimental group were impacted in terms of their emotional maturity and its dimensions by a psychological intervention that included life skills essential for a high quality of life, given that the adolescent stage is a critical one for emotionality.

**Ritu Singh, et al., (2014)**, The study shows that there are gender disparities in adolescent social and emotional development. However, these gender distinctions can be linked to differences in the socialisation processes of both genders rather than to intrinsic genetic characteristics.

**Bindu T.S and Vajeela B, (2014)**, were intended to examine the link between Emotional Maturity and Academic Achievement in secondary school students. The findings indicated a strong and significant relationship between Emotional Maturity and Academic Achievement.

**Fathima, J. M.P.M and Vijayan, K. (2016)** studied about "Investigation on emotional maturity and cultural intelligence among Kerala adolescence" discovered a significant and positive relationship between students' emotional maturity and cultural intelligence based on gender, streams of study, locality, type of institution, and religion.

**Singh Janak (2017)** enquired about "A study of adolescent academic achievement in relation to emotional maturity." He discovered that the majority of the students had ordinary emotional maturity. Academic achievement and emotional maturity of adolescent adolescents were discovered to have a strong and favorable association.

**Zachariah (2017)** examined the impact of gender and emotional development on aggressive behaviour in 515 middle school pupils. Furthermore, the study's findings showed a substantial difference between kids with high motion maturity and poor emotional maturity in terms of their violent behaviour. It was discovered that students who exhibited strong emotional maturity were also less violent.

**Shankar Lal Nayak,(2018)**, The study's aim was to emphasize the significant contribution of emotional maturity in the lives of students. Both maturation and learning are critical for human development and success in life.

**Myint, Myint Mar and Thu Aung (2018)** This study endeavored to explore the academic achievement and emotional maturity development of upper-secondary school students, utilizing a sample of 600 tenth-grade students from the Bago Region of Myanmar. The results showed that most students (approximately 74%) had average academic achievement and were at a moderate emotional maturity level. No significant academic achievement or emotional maturity differences were found among tenth-grade students based on gender. The study also found that students' emotional maturation was positively correlated with academic achievement levels.

**Anupa A Francis (2019)** conducted study to see how Keralan high school pupils' emotional development affects their academic performance. Students in the ninth grade at Saint Joseph GHS School made up the sample. Furthermore, the study's findings showed that most pupils exhibited emotional maturity

**Stephen et al. (2020)** has done a nationwide survey conducted in America to find out how the COVID-19 and mitigation measures impacted parents' and kids' mental and physical health. In addition, the results showed that, since March 2020, 27% of parents reported a decline in their own mental health, 14% indicated a decline in their children's behavioral health, and 24% indicated inconsistent child care was a challenge. In almost one out of ten

households, children's behavioural health was declining concurrently with the parents' declining mental health.

**Joseph Rwandema (2017)** investigated the relationship between secondary school pupils' academic achievement and their study habits, learning styles, and motivation for achievement. 630 second-year students were chosen for the sample using a stratified random sampling technique. 210 pupils from Kigali, Rwanda's government, 210 pupils from private, and 210 students from public schools. The primary goals of the research were to determine whether secondary school students' academic achievement and achievement motivation were related in any way. If there was a connection at all between the secondary school pupils' study habits and their academic success. Whether there was a connection of any kind between secondary school pupils' learning preferences and their academic success. Furthermore, the study's conclusions showed that, with the exception of the dramatics and sports components, there was a positive, substantial association between students' academic accomplishment and their motivation to achieve. It implies that pupils who were highly motivated to accomplish also achieved more academically, and vice versa. Additionally, a favourable association was shown between the academic success of secondary school pupils and their study habits.

**Spinelli et al. (2020)** He investigated the relationship between children's psychological issues and parents' stress in Italian households dealing with the COVID-19 pandemic. The study looked at the risk variables related to the experiences of the pandemic epidemic on the health of [48] parents and kids. And the findings showed that the children's emotional and behavioural issues were brought on by the isolation. Additionally, parents were under stress because they believed that their children would not be able to travel, socialize, or have fun. Youngsters were being kept in cages and developing device addictions. The period of quarantine was found to be a critical component that jeopardizes the wellbeing of both parents and children. Furthermore, personal and relationship stressors for parents acted as a mediating factor in children's emotional and behavioural problems. Parents who experienced more difficulty coping with quarantine experienced more stress.

**Problem Statement :** A Studying of Emotional Maturity and Academic Achievements for Class IX Students at the Secondary Level.

#### **Objective of the Study**

1. To study and compare the emotional maturity of boys and girls of class IX secondary level students.
2. To study and compare the academic achievement (low and high achievers) of boys and girls of class IX secondary level students.

#### **Hypothesis**

1. There is no significant difference between boys and girls of class IX secondary level students on emotional maturity.
2. There is no significant difference between boys and girls of class IX secondary level students on academic achievement ( low and high achievers).

#### **Delimitations:**

The current exploration study has the following delimitations:

1. It was confined to the Class IX students of secondary schools of the G.B. Nagar District in Uttar Pradesh.
2. The Class IX secondary school students were selected based on simple random sampling technique.
3. It was limited to three independent variables only.

## **METHODOLOGY**

The methodology is an important aspect of the research framework of any research study. In this study, the survey method was employed.

#### **Sample for the Study**

The sample consisted of 500 students (250 boys and 250 girls) selected by using a proportioned simple random sampling technique.

#### **Tools for the Study**

The tools used in study include:

1. Emotional Maturity Scale developed by Tara Sabapathy.
2. Marks scored by students in the Class VII final examination or the Class IX half yearly examination to measure the academic performance (low achievers and high achievers) of Class IX students

#### **Statistical Analysis**

The data collected were organized and analyzed through descriptive statistics such as mean, standard deviation and t-test to draw results.

#### **Analysis and Interpretation of Data**

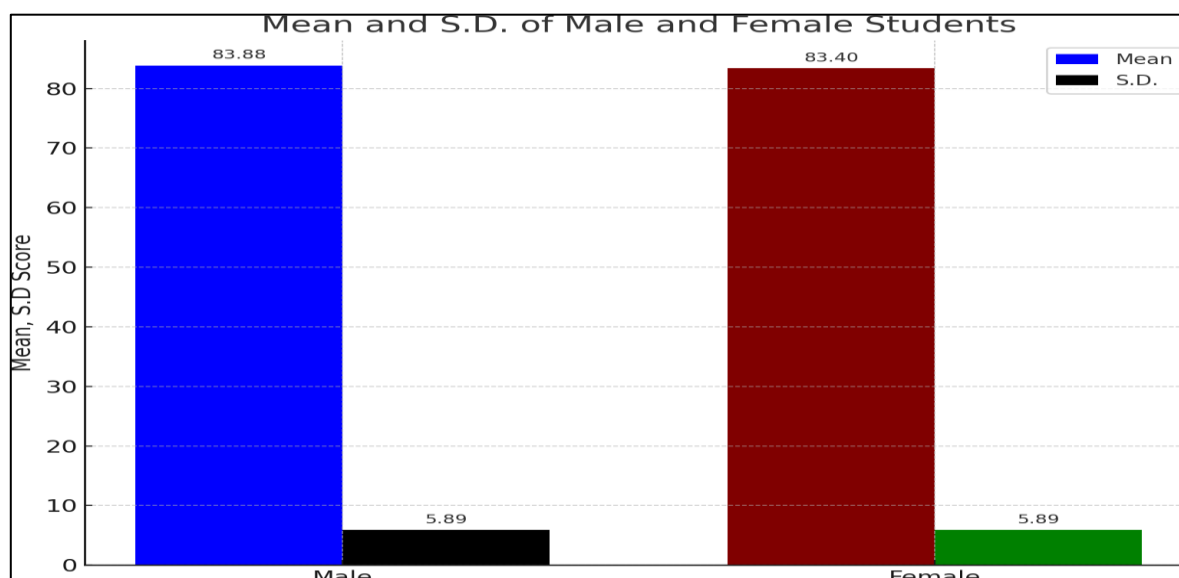
Once you have collected your data, systematic organization, analysis, and interpretation of the data follow, and it is a crucial step in the research process to interpret the collected data, to draw inferences, and to generalize. These actions change raw data into a more useful form of knowledge. Collected data must be edited, classified, and tabulated so that it is organized for analytical purposes. Without the analysis and interpretation, data will remain a haphazard collection of facts with relatively little value. The objective of analyzing data is to look at relationships among the variables, and to test the hypotheses of a study when the study incorporates hypothesis testing, through logical and insightful organizing of the data and the appropriate statistical analyses. Interpretation comes after analysis and should take into account the limitations of the sample, the measurement, and a generalizable research

design when interpreting findings and drawing conclusions.

**Hypothesis-1: There is no significant difference between boys and girls secondary level students on emotional maturity**

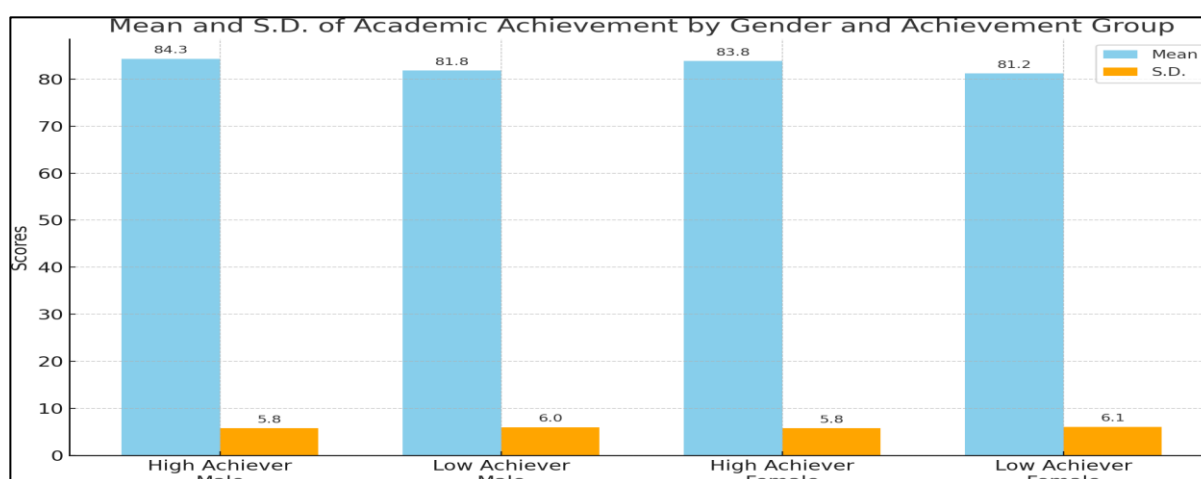
Group	N	Mean	SD	T-statistic	Conclusion	Degrees of Freedom
Male	250	83.88	5.89	0.947	Fail to reject H <sub>0</sub> : No significant difference	498
Female	250	83.4	5.89	0.947	Fail to reject H <sub>0</sub> : No significant difference	498

The t-test value (0.947) is below the critical value ( $\pm 1.96$ ,  $df = 498$ ,  $\alpha = 0.05$ ), indicating no significant difference in emotional maturity scores between boys and girls across all schools (Private and Government).



**Hypothesis 2: There is no significant difference between boys and girls secondary level students on academic achievement.**

Group	Gender	N	Mean Score	Standard Deviation	T-value	Significance	Test Statistic
High Achiever	Male	203	84.3	5.8	0.876	Not Significant	t = 0.876
Low Achiever	Male	47	81.8	6.0	0.461	Not Significant	t = 0.461
High Achiever	Female	210	83.8	5.8	0.876	Not Significant	t = 0.876
Low Achiever	Female	40	81.2	6.1	0.461	Not Significant	t = 0.461



For High Achievers, the t-test value (0.876) is below the critical value ( $\pm 1.96$ ,  $df \approx 411$ ,  $\alpha = 0.05$ ), indicating no significant difference in emotional maturity scores between male and female High Achievers. For Low Achievers, the t-test value (0.461) is below the critical value ( $\pm 1.99$ ,  $df \approx 82$ ,  $\alpha = 0.05$ ), indicating no significant difference between male and female Low Achievers.

### Findings Major

The results of this study are as follows:

1. There is no significant difference with respect to emotional maturity between boys and girls in class IX.
2. Similarly, there is no significant difference regarding academic achievement (among lower and higher achievers) between boys and girls in class IX.

### CONCLUSIONS

According to the findings, male and female students have differences in emotional maturity, with female students having relatively improved academic performance. This indicates the need to develop emotional stability and a positive attitude among all secondary-level students to improve their academic performance. A country's development relies on the combined personalities of its youth, and hence emotional maturity is a key component of educational advancement.

Under the liberalization, privatization, and globalization era, there exists an imperative to have an education system that is dynamic and visionary—a healthy, productive, creative, and innovative one. Teacher education lies at the center of this type of system because it has a powerful influence over future teachers as well as the entire society. Teachers play a pivotal role in producing emotionally mature, responsible, and resolute citizens who can meaningfully contribute to nation-building.

Thus, it becomes essential for school administrators and educators to establish motivating and encouraging learning environments that promote students to pursue excellence. Educators should also make emotional intelligence a part of academic learning that promotes critical thinking, creativity, and life skills. If students are emotionally secure, confident, and motivated, they will more likely achieve academic success and tackle future challenges with resilience and purpose.

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