A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF DEHRADUN DISTRICT

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ABSTRACT

Emotional maturity is an internal state and external expression of emotions which is important for one's own development and dealing with society. Emotions like nervousness, shyness, confidence, self-control, fear, etc. may affect learning, academic achievement, and future opportunities. Academic achievement is often used as a predictor of hard work and intelligence level. It not only measures students' learning but also institutions' academic excellence. The present study is a multidisciplinary study that makes efforts to find educational significance of the relationship between emotional maturity and academic achievement. The relationship is also analyzed for categorized samples viz. females, males, rural school students, urban school students, Govt. school students, and private school students in the present study. The analysis along demographic variables identifies the group of the population whose academic achievement is more sensitive to their emotional maturity. Identification of such groups would help in making programs according to the needs of the targeted population and reduce the wastage of resources. NEP 2020 focuses on including marginal groups in plans, policies, and research and efficiently using resources. The population under the study was all the students studying in Secondary Schools in Dehradun district of Uttarakhand State. Dehradun is capital of Uttarakhand and famous all over India in the area of school education. This research used a descriptive survey method. Emotional maturity was measured through a standardized Emotional Maturity Scale constructed by Tara Sabapathi. academic achievement was measured using self-reported scores achieved by students in their last term examinations. The sample consisted of 309 secondary school students. Mean, Standard Deviation, Pearson's coefficient of correlation, and inferential statistics were statistical techniques to analyze data and extract inferences. The findings of the study revealed no relationship between Emotional maturity and academic achievement for the total sample. but the same is not true for all the demographic groups. Higher levels of emotional maturity accounted for higher levels of academic achievement among females, students studying in rural schools, and Govt. schools. However, it was not related to academic achievement for males, urban school students or, private school students. The researcher suggests that some programs should be added to the curriculum to provide students with an experience in dealing with their emotions effectively. It will help minimize emotional maturity's negative impact on their academic achievement.

Keywords: Emotional Maturity, Academic Achievement, Secondary School students

INTRODUCTION

emotional maturity (EM) refers to normal emotional development. An emotionally mature person can bear the pressure of day-to-day affairs without being frustrated or over-excited and even in extreme situations, does not lose his patience. He can understand his feelings and continually struggles to gain healthy integration of feeling, thinking, and action. It is not so that he hides his emotions but expresses them in a well-balanced manner according to the situation. Emotional maturity does not necessarily relate to age. An adolescent may be emotionally more consistent and may show mature behavior if compared to a grown-up person.

Academic achievement (AA) is an indicator of students' academic learning. All the learning a student makes throughout the year is measured in numeric terms using test papers. This is important from the point of view of

teachers and parents also. A teacher can see the results of his teaching and point out the weak aspects of his pupils' learning. Parents can also make a rough idea of where their children stand. In India, academic achievement is also important from the point of view of future opportunities for higher studies and jobs. A minimum academic score in board or university exams is required to gain admission in certain courses or to sit in job-related competition exams. Thus, it can be seen as an index of future success in this competitive world (Bindu & Vajeela, 2014)

NEED AND SIGNIFICANCE OF STUDY

Emotional maturity is an internal state and external expression of one's emotions which is important for one's own development, dealing with society and at the workplace. Academic achievement is a score that talks about the learning level and labor of students. It not only measures the learning of students but also the academic excellence of institutions. Therefore, the study of the relationship between Emotional maturity and Academic achievement has educational significance. Emotions like nervousness, shyness, confidence, self-control, fear, etc. may affect the learning and academic achievement of students. The study would inculcate a sound understanding among teachers and parents about the relationship of the emotional behavior of students and their academic achievements. They can use this knowledge for improving the academic performance of students. When the literature related to the present problem was studied, a research gap was found. There are very less studies on the relationship of these variables across categorized samples. A small number of studies were found that explain how the relationship in question behaves across demographic factors. The present study identifies the section of the population whose academic achievement is more sensitive to emotional maturity. Such identification is important for the efficient employment of critical resources to the groups who need it most. It will also recognize the group which should be kept in mind while framing plans, policies, and curricula relating to the emotional health of children. The study would also add up to the knowledge base, especially about students of the Dehradun district. This would encourage researchers to take up more studies in this area.

REVIEW OF RELATED RESEARCH

Das & Ghosh (2014) undertook a study to measure academic achievement, emotional maturity, and their relationship across the locality. The sample consisted of 100 rural and urban secondary school students. The results revealed a significant correlation between academic achievement and emotional maturity for the total sample and students belonging to urban areas but no significant relationship for students belonging to rural areas was found. The results also showed that there is no significant difference in emotional maturity and academic achievement across gender and locality. Haleshappa, T, (2019) studied the academic achievement and emotional maturity of socially disadvantaged students with a sample of 600 and concluded that socially disadvantaged students who are studying in rural schools and Govt. schools had lower academic achievement and lower emotional maturity as compared to socially disadvantaged students studying in urban schools and private schools. It was also inferred that emotional maturity responds positively to improvement in academic achievement.

STATEMENT OF PROBLEM

The present study explores the relationship between emotional maturity and academic achievement of students studying in the Dehradun district of Uttarakhand.

OBJECTIVES

1. To study the relationship between emotional maturity and academic achievement of students studying in schools of Dehradun district.

2. To study the relationship between emotional maturity and academic achievement of students studying in schools of Dehradun district on the basis of demographic variables viz. gender, location of school, and type of school.

HYPOTHESES

Ho1 There is no relationship between emotional maturity and academic achievement of Secondary School students studying in schools of Dehradun district for the total sample.

H0 1.1 There is no relationship between emotional maturity and academic achievement of female Secondary School students studying in schools of Dehradun district.

H0 1.2 There is no relationship between emotional maturity and academic achievement of male Secondary School students studying in schools of Dehradun district.

H0 1.3 There is no relationship between emotional maturity and academic achievement of students belonging to rural areas of Dehradun district.

H0 1.4 There is no relationship between emotional maturity and academic achievement of students belonging to the urban area of Dehradun district.

H0 1.5 There is no relationship between emotional maturity and academic achievement of students studying in private schools of Dehradun district.

H0 1.6 There is no relationship between emotional maturity and academic achievement of students studying in government schools of Dehradun district.

OPERATIONAL DEFINITION OF VARIABLES USED
Emotional maturity: It refers to emotional maturity as measured by EMS-ST constructed by Tara Sabapathy. It measures six components of emotional maturity- Self-knowledge, Self-confidence, Acceptance of reality, Self-control, Social-adjustment, and Consistency.
Academic Achievement: It refers to the academic scores achieved in last term exams by the students.
Secondary School students: It refers to the students studying in secondary schools of Dehradun district.
Locality: Locality refers to the locality of the school. Rural students refer to the students who study in schools that are situated in rural areas of Dehradun district. Urban students refer to the students who study in schools that are situated in urban areas of Dehradun district.
Type of school: Type of school refers to Government schools or private schools. Government schools are those schools that are funded by the local government, state government or central government. private schools are those schools that are not funded by the government.

RESEARCH METHOD
The Descriptive survey method has been used for research.

SAMPLE
The sample consists of 309 secondary school students belonging to the Dehradun district of Uttarakhand using a multi-level sampling technique. The students who participated in the study included 130 males, 179 females, 156 urban, 153 rural, 163 Govt., and 146 private school students.

DELIMITATION OF STUDY
The study is delimited to the Dehradun district.

MEASURING TOOLS FOR DATA COLLECTION
The Emotional Maturity Scale developed by **Dr. Tara Sabapathy** has been used to measure the emotional maturity level of secondary school students. This is a standardized scale with a reliability coefficient of 0.81 for the test-retest method and, 0.78 for the split-half method. Criterion-related validity score was 0.72. The score of students' last term exams was considered their academic achievement.

STATISTICAL TECHNIQUES USED
Mean (M), Standard deviation (SD), and Pearson's Coefficient of correlation (r) were used for statistical analysis.

DATA ANALYSIS AND DISCUSSION

A. DISTRIBUTION OF DATA
A.1 Gender, Locality, and Type of School
Table: 1 Distribution of the sample among gender, locality, and status of the school

Gender			Locality			Type of School		
Male	**Female**	**Total**	**Urban**	**Rural**	**Total**	**Govt. School**	**Private School**	**Total**
130 (42%)	179 (58%)	309 (100%)	156 (51%)	153 (49%)	309 (100%)	163 (53%)	146 (47%)	309 (100%)

Table 1 shows that the data has been collected from 309 adolescent secondary school students of which 58% are girls and 42% are boys, 49% of students belong to rural areas whereas 51% of students belong to urban areas, 53% of student study in Govt. schools whereas 47% student study in private schools.

A.2 Emotional Maturity

Table: 2 Level of emotional maturity among students of the Dehradun district

Level of Emotional Maturity	No. of Students (N)
High	55 (18 %)
Average	207 (67 %)
Low	47 (15 %)
Total	**309 (100 %)**

It can be clearly depicted from Table 2 that 18% of students have high emotional maturity, 67% of students have average emotional maturity and 15% of students have low emotional maturity.

A.3 Academic Achievement

Table: 3 Level of academic achievement among students of Dehradun district

Level of Academic Achievement	No. of Students (N)
High	54 (17 %)
Average	200 (65 %)
Low	55 (18 %)
Total	**309 (100 %)**

Table 3 shows that 17% of students have high academic achievement, 65% of students having average academic achievement, and 18% of students have low academic achievement.

B. ANALYSIS OF DATA

H0 1 There is no relationship between emotional maturity and academic achievement of students studying in schools of Dehradun district.

Table: 4 Relationship between emotional maturity and academic achievement for the total sample

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	309	307	0.10	p > .05

Table 4 shows a weak positive relationship between emotional maturity and academic achievement as r = 0.10. As $p > .05$, the results are not significant at a .05 level of significance. It shows that there is no relationship between emotional maturity and academic achievement for the total sample. Therefore, the hypothesis H_0 1 is sustained. Saraswat and Singh (2015), Pratibha and Ashok (2017) findings support present findings and found no correlation between emotional maturity and academic achievement of adolescent school students. Rukmini & Ramaswami (2021), and Dhami (1974) findings are opposite to present study and verified a significant correlation between emotional maturity and academic achievement. The results are also not in tune with the findings of Anand (2017), where a strong positive relationship was found between emotional maturity and the academic achievement of prospective teachers.

H_0 1.1 There is no relationship between emotional maturity and academic achievement of female students' studying in schools of the Dehradun district.

Table: 5 Coefficient of correlation (r) between emotional maturity and academic achievement among Females

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	179	177	0.16	p < .05

Table 5 shows that a weak positive correlation between emotional maturity and academic achievement of female students was found, r = 0.16. As $p < .05$, the results are significant at a .05 significance level. Therefore, H_0 1.1 is rejected. It means that the emotional maturity of female students is significantly positively associated with their academic achievement although the correlation is weak. The present findings agree with articles written by Dhami

(1974). The study revealed a significant correlation between emotional maturity and academic achievement of female secondary school students

H₀ 1.2 There is no relationship between emotional maturity and academic achievement of male students studying in secondary schools of the Dehradun district.

Table: 6 Coefficient of correlation (r) between emotional maturity and academic achievement among Males

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	130	128	0.04	p > .05

It was observed in table 6 that negligible correlation was found between emotional maturity and academic achievement of male students $r = 0.04$, $p > .05$. It means that correlation is not significant at the .05 level of significance. Hence the H₀ 1.2 is retained. It means the emotional maturity of male students does not necessarily determine the academic achievement of male students. Dhami (1974) finding is contrary to the present finding. He noticed that there is a significant correlation between emotional maturity and academic achievement of male secondary school students.

H₀ 1.3 There is no relationship between emotional maturity and academic achievement of students studying in rural area schools of Dehradun district.

Table: 7 Coefficient of correlation (r) between emotional maturity and academic achievement among students studying in rural area schools of Dehradun district.

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	153	151	0.18	p < .05

As indicated in Table 7, $r = 0.18$, $p < .05$, the correlation is significant at a .05 level of significance which identifies a weak positive correlation between emotional maturity and academic achievement of students studying in rural areas. Therefore, the null hypothesis H₀ 1.3 is rejected. It signifies that there is a positive but low relationship between the emotional maturity and academic achievement of rural students. Dhami (1974) agrees with the present finding that there is a significant correlation between emotional maturity and academic achievement of rural secondary school students. Das & Ghosh (2014) found contrary results and found that the correlation between emotional maturity and academic achievement of rural secondary school students is not significant.

H₀ 1.4 There is no relationship between emotional maturity and academic achievement of students studying in urban areas of Dehradun district.

Table: 8 Coefficient of correlation (r) between emotional maturity and academic achievement among students studying in urban areas of the Dehradun district

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	156	154	0.02	p > .05

It was observed in Table 8 that $r = 0.02$, $p > .05$. It means that there is a negligible correlation between emotional maturity and academic achievement of urban students and the correlation is not significant at a .05 level of significance. Hence the H₀ 1.4 is retained. It means the emotional maturity of urban students does not determine the academic achievement of urban students. Dhami (1974), and Das & Ghosh (2014) did not agree with the present finding and noticed that there is a significant correlation between emotional maturity and academic achievement of urban secondary school students.

H₀ 1.5 There is no relationship between emotional maturity and academic achievement of students studying in private schools of the Dehradun district.

Table: 9 Coefficient of correlation (r) between emotional maturity and academic achievement among students studying in private schools of Dehradun district.

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	146	144	0.15	p > .05

Table 9 demonstrates that a weak positive correlation was found between emotional maturity and academic achievement of students studying in private schools of Dehradun district, r = 0.15, p > .05. As the results are not significant at a .05 level of significance, $H_0 1.5$ is retained. It means that there is no relationship between emotional maturity and academic achievement of students studying in private schools. Dhami (1974) finding was contrary with the present finding. He found that there is a significant correlation between emotional maturity and academic achievement of private secondary school students.

H_0 1.6 There is no relationship between emotional maturity and academic achievement of students studying in government schools of Dehradun district.

Table: 10 Coefficient of correlation (r) between emotional maturity and academic achievement among students studying in Govt. schools of Dehradun district.

Variables	N	df	r	p-value
Emotional maturity & Academic achievement	163	161	0.15	p > .05

It was observed in Table 10 that r = 0.15, p < .05. It means that there is a weak positive correlation between emotional maturity and academic achievement of adolescents studying in Govt. schools but the correlation is significant at a .05 level of significance. Hence, H_0 1.6 is retained. It means there is no relationship between emotional maturity and academic achievement of students studying in Govt. schools of Dehradun district. Dhami (1974) agrees with the present finding that there is a significant correlation between emotional maturity and academic achievement of government secondary school students.

FINDINGS AND CONCLUSION

On the basis of the above analysis and discussion, it can be interpreted that there is no relationship between emotional maturity and academic achievement of Secondary School students studying in Dehradun district for the total sample but the same is not true for all the demographic groups. When the data was further analyzed, it was found that there is significant relationship between emotional maturity and academic achievement of females, students studying in rural schools, and Govt. schools as well. But emotional maturity and academic achievement were not significantly correlated in case of males and students studying in urban schools as well as in private schools.

The study found that relationship between emotional maturity and academic achievement of female Secondary School students studying in Dehradun district is positive although weak. The reason behind the different sizes of correlation between emotional maturity and academic achievement for male and female groups might be that boys hide their emotions while emotions are more prominent in girls. This may affect their learning in classrooms. Negative emotions like shame, fear, nervousness, guilt, and complexity might put obstacles in the way of asking questions and participating in discussions and competitions. It minimizes the grasping opportunities of learning resulting into negative effect on their academic achievement.

Also, there is a significant positive relationship between emotional maturity and academic achievement of students studying in rural schools of Dehradun district although this relationship is weak. The reason behind the different sizes of correlation between emotional maturity and academic achievement for rural area schools and urban area schools might be that in urban area schools, students get more learning exposure and facilities for emotional expression as compared to rural schools. Professional guidance and counseling services might be available in some urban schools. The parents might be more conscious of emotional needs and might spare their time and money to facilitate the emotional needs of their children. Socioeconomic status of parents might play an important role in this regard.

There is a significant positive relationship between the emotional maturity and the academic achievement of the students, studying in Govt. schools of the Dehradun district although, this relationship is weak. The reason behind the difference in correlation between emotional maturity and academic achievement among Govt. and private schools might be awareness of parents, family support, and, the socio-economic status of the family. Another reason might be the difference in the availability of professional guidance and counseling services.

About the relationship between emotional maturity and academic achievement, the findings of the study reveal the level of emotional maturity, level of academic achievement, and the relationship between both variables across the total sample and categorized sample. The findings concluded a significant relationship between emotional maturity and academic achievement for the total sample, females, rural school students, and government school students. The results did not observe a significant relationship between emotional maturity and academic achievement for male students, students studying in urban secondary schools, and, private schools. This attracts attention to the different relationships of emotional maturity and academic achievement among various demographic groups. We also concluded that the female students studying in Govt. schools of rural areas of the Dehradun district is the demographic group whose emotional maturity is most sensitive to their academic achievement.

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