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A Study on Emotional Maturity in relation to their Academic Achievement of high school students

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Abstract: The purpose of the present study was to examine emotional maturity of high school students and its relationship to their academic achievement. The study used normative survey method. The number of samples 300 high school students was randomly selected from government, government aided and private schools. The Emotional Maturity Scale was developed and validated by Dr. B. Prema and the half yearly examination marks obtained from the student's school records were used for measuring academic achievement. The data collected were analysed using percentage analysis, mean, standard deviation, independent samples t-test and Pearson's product-moment correlation. Results showed that most of high school students had moderate level of emotional maturity. A positive and significant relationship was found between emotional maturity and academic achievement. Some demographic variables were found to have significant differences in emotional maturity, while the others were not found. The study highlights the significance of fostering emotional maturity in learners through school counseling, life skills education and nurturing school environments to boost their academic achievements and general mental health.

Keywords: Emotional Maturity, Academic Achievement, High School Students, Normative Survey and Adolescents.

Introduction

Emotional maturity refers to an individual's ability to understand, regulate and express emotions in a balanced and socially acceptable manner. It plays a vital role in students' academic performance, mental health, interpersonal relationships and overall personality development. High school students experience rapid physical, emotional and social changes that influence their learning and behaviour. Emotionally mature students are generally better equipped to manage stress, make responsible decisions and achieve academic success. Therefore, studying emotional maturity in relation to academic achievement is important for educators, parents and policymakers.

Need and significance of the study

Emotional Maturity plays a vital role in the personal, social, and academic development of high school students. Understanding the relationship between Emotional Maturity and Academic Achievement helps educators identify factors that influence students' learning outcomes. The findings of this study will be useful to teachers, parents, and school counsellors in promoting students' emotional well-being and improving their academic performance. The study also contributes to the existing literature and provides a basis for future research in the field of education.

Review of related literature

Previous studies have reported that emotionally mature students demonstrate better classroom behaviour, higher academic performance, improved social adjustment and greater psychological well-being. Research has also indicated that emotional maturity varies according to gender, Locality of School, school type, and Type of Family. However, further research is needed to understand this relationship among high school students in the present educational context. Pallavi Anand et.al. (2021) this study aim to examine the impact of adolescent's home environment on emotional maturity. Pearson correlation and linear regression were applied and significant correlations as well as prediction results were found between the stated variables. Dipavali N Chavda & Dr. Pritiben Chaudhary (2021) this research paper is the study on emotional maturity of government higher secondary School students in Surat district, Gujarat. The results of the study revealed that there was no significant gender difference in emotional maturity of government higher secondary School students must also be given aids and opportunities for professional development. Ana Costa and LuísaFaria (2024)conducted a study entitled "Individualist-Collectivist Profiles in Secondary School: An Exploratory Study of Trait Emotional Intelligence and Academic Achievement" in Portugal. The findings revealed that students with higher emotional intelligence showed better emotional adjustment, social behaviour, and academic achievement. The study emphasized that emotional maturity and emotional regulation play an important role in students' educational success and personality development. Colling, J., et al. (2022) conducted a study to investigate the Need for Cognition and its relationship with academic achievement in different learning environments. Relations were strongest in the highest and weakest in the lowest tract.. These findings underpin the importance of NFC in academic settings, while highlighting that the relation between NFC and achievement varies with the characteristics of different learning environments.

Operational definitions of terms

Emotional Maturity:

In the present study, emotional maturity refers to the ability of high school students to control and express their emotions in a balanced and socially acceptable manner. It is measured through the scores obtained by the students in the Emotional Maturity Scale.

Academic Achievement:

In the present study, academic achievement refers to the marks obtained by the high school students in their previous half yearly examination.

Statement of the problem

A Study on Emotional Maturity in relation to their Academic Achievement of High School Students.

Objectives of the study

- To find out the level of emotional maturity among high school students.
- To find out the level of academic achievement among high school students.
- To find out the significant difference between emotional maturity of high school students with respect to gender.
- To find out the relationship between emotional maturity and academic achievement.

Hypotheses of the study

- There is no significant difference in the emotional maturity of high school students with respect to gender.
- There is no significant difference in the academic achievement of high school students with respect to gender
- There is no significant relationship between emotional maturity and academic achievement.

Methodology of the study

The investigator adopted the normative survey method to study the emotional maturity of high school students in relation to their academic achievement.

Population and sample of the study

The population of the present study comprised all high school students studying in government, government-aided and private high schools in Thiruvallur District, Tamil Nadu. A sample of 300 high school students was selected from government, government-aided and private high schools in Thiruvallur District using the Simple Random Sampling Technique.

Tool used in the study

1. Emotional Maturity Scale

Emotional Maturity Scale constructed and validated by Dr. B. Prema.

2. Academic Achievement

The Academic Achievement scores for the present study were based on the student's in the half-yearly examination marks.

Data analysis and interpretation

Null Hypothesis-1

The level of emotional maturity and Academic Achievement among high school students is moderate in nature.

Table 1 showing the frequency and percentage for the variable Emotional Maturity among the high school students

Variable	No. of samples	Category	Frequency	Percentage
Emotional Maturity	300	Low	38	12.66%
		Moderate	206	68.66%
		High	56	18.66%
Academic Achievement	300	Low	55	18.33%
		Moderate	186	62.00%
		High	59	19.67%

However, from the above table, it is clear that most of the high school students are moderately emotional maturity and academic achievement. Specifically, 12.66% of students are at low level of emotional maturity, 18.66% at high and a major of 68.66% at moderate, which shows that overall, the emotional maturity of students is moderate. The same thing when it comes to academic achievement, as 18.33% of students are classified at the low level, 19.66% are classified at the high level and the majority 62% at the moderate level. Thus, it is concluded that the overall emotional maturity and academic achievement of the high school students were mainly moderate.

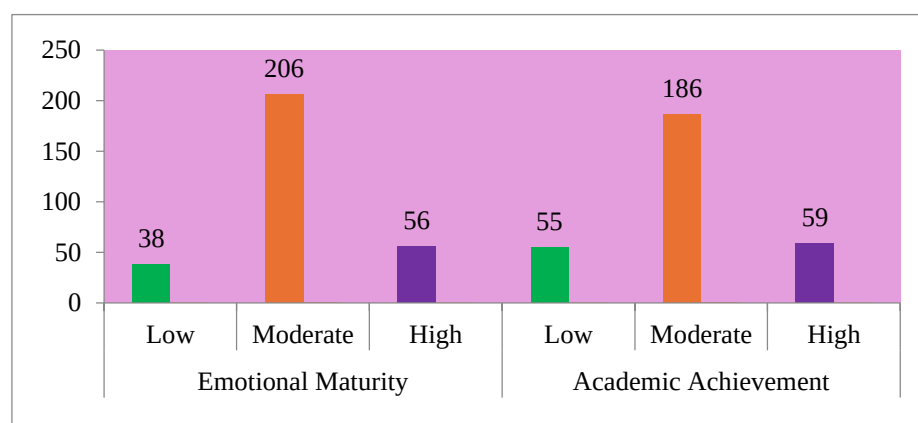


Figure 1: showing the frequency of the variable Academic Achievement among the high school students

Null Hypothesis-2

There is no significant difference in the emotional maturity of high school students with respect to Gender.

Table 2 shows the significant difference in Emotional Maturity between male and female high school students based on their mean scores.

Variable	Gender	N	Mean	SD	t - value	L.S
Emotional Maturity	Male	150	187.75	59.482	1.601	NS
	Female	150	198.73	59.397		

From the above table, it is inferred that t- value (1.601) is lesser than the table value (1.96) at 0.05 level. The Female mean score is (198.73) is better than Male mean score (187.75). Hence there is no significance difference between the Male and Female of high school students on their Emotional Maturity mean scores. Therefore the above Null Hypothesis is accepted.

Null Hypothesis-3

There is no significant difference in the Academic Achievement of high school students with respect to Gender.

Table 3 shows the significant difference between the male and female of high school students with respect to academic achievement using mean scores

VARIABLE	GENDER	N	MEAN	SD	t - value	L.S
Academic Achievement	Male	150	57.21	21.321	2.271	0.05
	Female	150	62.93	22.292		

From the above table, it is inferred that t- value (2.271) is greater than the table value (1.96) at 0.05 level. The Female mean score is (62.93) is better than Male mean score (57.21). Hence there is a significance difference between the Male and Female of high school students on their Academic Achievement mean scores. Therefore the above Null Hypothesis is rejected.

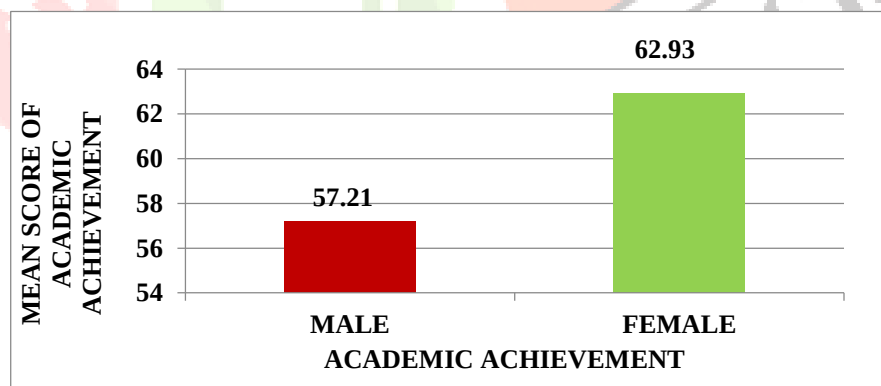


Figure 2 showing difference between the male and female of high school students with respect to academic achievement using mean scores

Null Hypothesis-4

There is no significant relationship between Emotional Maturity and Academic Achievement of high school students.

Table 4 showing the relationship between the Emotional Maturity and academic achievement of high school students

Variable	Number	Correlation
Emotional Maturity Vs Academic Achievement	300	0.928

From the above table, it is observed that there is a positive relationship between Emotional Maturity and Academic Achievement of high school students. Therefore the null hypothesis is rejected. There exists a positive relationship among these two groups.

Major findings of the study

- The study found that 68.66% of high school students have a moderate level of Emotional Maturity, while 18.66% have a high level and 12.66% have a low level. Hence, the overall level of Emotional Maturity among high school students is moderate.
- The study found that 62% of high school students have a moderate level of Academic Achievement, while 19.66% have a high level and 18.33% have a low level. Hence, the overall level of Academic Achievement among high school students is moderate.
- It is found that there exists no significant difference between the Male and Female of high school students with regard to their Emotional Maturity.
- It is found that there exists a significant difference between the Male and Female of high school students with regard to their Academic Achievement.
- It is found that there exists a positive relationship between Emotional Maturity and Academic Achievement of high school students.

CONCLUSION

The findings of the present study indicate that the majority of high school students possess a moderate level of Emotional Maturity and Academic Achievement. The results showed that there is no significant difference between the academic achievement scores of male and female students while there is significant difference between the scores of the male and female students in Emotional Maturity. Also, the study shows that Emotional Maturity and Academic Achievement are directly related; thus, students who are more emotionally mature have an increased likelihood of success in academic achievement. Based on the above, it is suggested that Emotional Maturity should be cultivated in the educational system through proper education practices, guidance and counseling programme in order to improve students' academic performance. Hence, it is recommended that schools, teachers, and parents collaborate to foster student's emotional growth, potentially influencing educational results and well-being.

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