



"EFFECT OF EMOTIONAL MATURITY ON ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS".

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Abstract:

The purpose of this study was to examine the Achievement Motivation of Secondary School Students. Investigator studied Kurugod Taluk secondary school student's opinions in relation to Emotional Maturity on Achievement Motivation. The sample of the study consists of 200 secondary school IX standard students of Bellary District. Investigator used Descriptive Survey method for the present study. Investigator used the Emotional Maturity questionnaire constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used for this study and the Achievement Motivation tool was prepared by Dr. Asha Mohan and Pratibha Deo the subject experts of the schools.

The descriptive and differential statistics is used for the analysis of collected data. Results revealed that 25.67 % among secondary school students are having high level of achievement motivation, 51.20% having moderate level of achievement motivation and 23.12% having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation. Boys and Girls secondary schools students are found to have same level of Emotional Maturity and Achievement Motivation.

Keywords: Emotional Maturity and Achievement Motivation.

Introduction

Emotional maturity is the key to a happy and fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. In the present circumstance, youth as well as children are facing problems in life. These hitches are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in the day-to-day life. Emotional Maturity is a measure of one's capacity to create in a positive mental brashness. Emotional Maturity is the process of instinct

control through the agency of self. Emotional Maturity actually is, “A process of modification, the infant learns under paternal supervision what situations after permissible prospects for emotional reactions and to what extent, so that primitive elemental psychological response that we call emotion becomes patterned in

One of the major aims of any good educational programme is to help the learner to gain emotional maturity. An emotionally mature person has full control over the expression of his feelings. However, he/she behaves according to the accepted social values and ideals. He/She remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence, one gets sex cited very soon. Adolescents burst into laughter on flimsy things or loose temper soon. But an emotionally mature person is free from this defect; in their study found that adolescent girls have high emotional maturity than the adolescent boys. They also found a significant association between emotional maturity and occupation of mothers. Children of employed mothers had significantly high emotional maturity than others. Another association was also found between emotional maturity and the monthly income of the family and educational qualification of parents. In their study found that the level of emotional maturity is moderate among the secondary students.

They identified some difference in emotional maturity related to locale and family type, but no difference was found among the students with respect to gender. Stated that adolescent girls possess a better emotional maturity than adolescent boys. In this study, boys scored very low on ‘emotional instability’ which is a very important dimension of emotional maturity. Adolescent boys are more emotionally unstable than the adolescent girls. Hence, it is quite significant to study the emotional maturity of higher secondary students to know about their various emotional patterns at this stage. Emotional Maturity is a personality trait, the result of emotional development and the display of emotion appropriate to one’s chronological age. It usually reflects increased emotional adjustment and emotional stability and the attainment of emotional self-regulation.

Emotional Maturity is the ability to differentiate and properly identify one’s reactions while yielding yourself the freedom to experience whatever emotion is appropriate to a given situation. The findings of their study reported that there was no significant difference in various areas of Emotional Maturity of government and private school students, no significant difference in the emotional maturity of boys and girl school students and no significant difference between the emotional maturity.

Achievement has long been recognized as one of the important goals of education the world over. However, it is general observation that learners placed in an identical set of academic situations vary in their scholastic achievement. Research conducted to show into the academic achievement phenomenon, has convincingly, demonstrated that the academic achievement is product of a number of factors operating within the individual and outside him. Broadly speaking the factors which impact academic achievement can be categorized into three types, namely, intellectual, emotional and environmental. Of these types of factors, it has now been fairly established that the emotional factors most particularly the anxiety and environmental factors like self-concept and levels of aspiration largely determined one's academic achievement.

Achievement Motivation is a prime situation to attain something and it is distinguished through ambition, high degree of energy, need for independency and it gives satisfaction that arises out of achieving higher standards. Achievement motivation is the energetic strength for motivation of students' learning and it is very essential for school students to attain secondary level of academic performance in this modern age achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round motivation achievements of students in the school. Children do not find any interest in learning school subjects. The school learning of a child depends on various physiological, socio-cultural and economic factors. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement. Knowledge of the extent to which anxiety, self-concept and level of aspiration exert influence on achievement motivation, could be of great interest in the field of education.

Concept of Maturity:

Maturity is the dimensions to handle and react to the situation in a proper way. Maturity also comprehends being aware of the correct time and location to behave and knowing when to act, according to the situations and the culture of the society one lives in. It is difficult to define in a single sentence. Firstly maturity is to know oneself, one's potentiality, quality, capability etc. A matured person is usually aware when to act, how to act, what to act according to the demands of the situation. It also helps the people to make differentiation between two things that is right and wrong, truth and false, benefit and vice. A person becomes mature according to the age and corporal development. Learning and experiences of life are that two things which increases a person's maturity level. It is being one's own individual and that can be attained only by carefully investigating the contents of mind like the ideal of one, role models, path of life and the beliefs, values, morals, religions, self-worth etc.,

Emotional Maturity:

Emotion is an affective experience that accompanies the stirred up mental, social and psychological states of a person and shows itself in his or her obvious behaviour. Emotions have a strong connection with interests, needs and feelings. If these are fulfilled, an individual is said to be enjoying a happy, healthy and successful life. Emotion is an affective experience that accompanies the stirred up mental, social and psychological states of a person and shows itself in his or her overt behaviour. Emotions have a strong connection with interests, needs and feelings. If these are fulfilled, an individual is said to be enjoying a happy, healthy and successful life.

Emotional maturity is the outcome of healthy emotional development. Emotionally matured person is one who is able to keep a lid to his emotions/feelings in a socially acceptable manner. It is the full scope of the individual's capacity and powers, and of his ability to use and enjoy them. Emotionally matured person is able to swings in moods and can suffer in silence. When he express emotion, he express with moderation, decently and in good order. An emotionally matured person is one who expresses his emotion in a proper manner at a right time. That is, emotional maturity means having proper emotions at proper time to express .In proper form and in proper quality. Emotional maturity is "a process in which the personality is continually striving for greater sense of emotional health, both intra-

psychically and intra personally.” Emotional Maturity is measure of one’s capacity to creating a positive mental attitude. Emotional Maturity is defined as how well we are able to reply to situations, control of our emotions and behave in an adult manner when dealing with others.

Achievement Motivation:

A quick survey of scientific literature and popular language would reveal that, while the word “motivation” has many meanings, fundamentally they refer to processes that impel an organism to act. Indeed, “motivation” comes from the Latin verb mover, which means “to move.” Hence, motivation refers to the processes that lead to the initiation, continuation, intensity, and quality of behaviour. Accordingly, the term “achievement motivation” denotes processes leading to behaviour that aims to achieve a certain criterion or standard. The standard can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which provides a guide for evaluating success and failure. Because achievement of standards is a fundamental human endeavour, achievement motivation has been an important domain in psychological inquiry.

Achievement motivation has been broadly defined as, an academic drive, attitude toward learning, and enthusiasm for academic achievement. Drive involves measuring items such as work habits and scholastic outlooks, and attitude toward learning involves students’ opinion of classroom environment and self-efficacy in learning Enthusiasm for achievement motivation involves the degree to which students possess certain detailed behavioural characteristics related to motivation.

Need of the study:

Teachers must know the relationship of emotional maturity with student’s academic achievement Motivated by the above considerations and by the importance of emotional maturity of students and their effect on their achievement motivation the investigator has taken the present study. Generally, Emotional Maturity can be understood as a balance between the brain and emotions or more precisely the inner-outer world of an individual.

Emotional Maturity is a powerful determinant of personality. It involves the integration and development of all the aspects of human personality viz. intellectual, social, cultural, creative etc. Again, Secondary School is a very important stage for career development of the students. It opens the door for higher studies. The person who wants to receive higher education and achieve the desired future goals must be emotionally matured first otherwise it will lead to excessive tension, and depression. Hence, it is very significant to conduct a present study in this area to understand the different levels of Emotional Maturity and Achievement Motivation among Secondary School Students in relationship between Emotional Maturity with Achievement Motivation and Gender (Boys/Girls).

Operational Definition:

- 1. Emotional Maturity:** Refers to your ability to understand and manage your emotions. In this study investigator studied emotional maturity through four-point scale among secondary school students.
- 2. Achievement Motivation:** Typically refers to the level of one's motivation to engage in achievement. In this study researcher studied achievement motivation among learners through the social motivation and emotional motivation with the help of Likert scale among secondary school students.
- 3. Gender:** It refers to Boys and Girls of secondary school students in private and government schools.
- 4. Secondary School Students:** Is grades of education from standard IX and X standards are called secondary school students.

Objectives of the Study:

- 1) To Measure and analyse different levels of Emotional Maturity with Achievement Motivation among secondary level students.
- 2) To study the relationship between Emotional Maturity with Achievement Motivation.
- 3) To study the difference in Achievement Motivation and Emotional Maturity among secondary school students with respect to gender.(Boys-Girls)

Hypotheses of the Study

1. There is no significant relationship between Emotional Maturity and Achievement Motivation.
2. There is no significant difference in Achievement Motivation and Emotional Maturity among secondary School students with respect to Gender.
3. There is no significant difference in Emotional Maturity among secondary School students with respect to Gender.

Methodology of the Study:

Investigator used the Descriptive Survey method for collecting the opinions of 200 IX standard students from secondary schools. Investigator used the Random Sampling Technique for the selection of 200 samples in the present study.

Variables of the Study

A variable is a quantity or characteristic which may possess different numerical values. Is a symbol to which numerical or values are assigned it is also described as a thing? Subject to change or fluctuation.

Variables of the present study are

1. Emotional Maturity
2. Achievement Motivation
5. Gender (Male, Female)

List of Tools Used:

- 1) The Emotional Maturity questionnaire constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used for this study.
- 2) The Achievement Motivation tool was prepared by Dr. Asha Mohan and Pratibha Deo the subject experts of the schools.

Sampling:

A sample of 200 students was drawn from the population for the present study. The students of secondary stage of government and private secondary school Kurugodu Taluku of Bellary district are selected as the population. In the kurugodu taluku total 20 secondary schools are there and 1929 students are studying at class IX researcher has taken the class IX students of as a population sample.

In this study 200 samples are taken from which 100 is male and 100 is female by using purposive sampling method from the Government and private secondary School of kurugodu taluku of Bellary district.

Analysis of Data

The data collected for the study becomes meaningful only after being analysed and interpreted. The following statistical techniques were used for analysis of the data in the present study.

The Objectives and hypotheses its verification as follows:

The significance Difference between the means of each pair of groups is computed using Standard Deviation's test and Carl Pearson's Coefficient Correlation.

Objective 1: To Measure and analyse different levels of Emotional Maturity and Achievement Motivation among secondary level students.

Table1: Details Level of Achievement Motivation among Secondary School Students.

Variable	Low	Moderate	High	Mean	SD
Achievement Motivation	23.12	51.20	25.67	128.20	17.77

As indicated in the table No 1 the obtained value 25.67 % among secondary school students are having high level of achievement motivation, 51.20% having moderate level of achievement motivation and 23.12% having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation.

Table 2: Details Level of Emotional Maturity among Secondary School Students.

Variable	Low	Moderate	High	Mean	SD
Emotional Maturity	22.12	36.37	25.67	91.20	13.33

As indicated in the table No 2 the obtained value 25.67% among secondary school students are having high level of Emotional Maturity, 36.37% having moderate level of Emotional Maturity and 22.12% having low level of Emotional Maturity. The segment of the among secondary school students is having average level of Emotional Maturity.

Objectives 2: To study the relationship between Emotional Maturity with Achievement Motivation.

Hypothesis 1: There is no significant relationship between Achievement Motivation and Emotional Maturity.

Table3: Coefficient of Correlation between Achievement Motivation and Emotional Maturity among secondary school students

Variables	N	df	r	Interpretation
Achievement Motivation	74	72	0.24	Significant
Emotional Maturity	74			

As indicated in the table No 3 calculated value of $r = 0.24$, which is more than 0.233 the table value of r at 0.05, level of significance at 72 degrees of freedom. Thus, it can be concluding that there is significant relationship in achievement Motivation and Emotional Maturity of secondary school students. Therefore, the hypothesis rejected.

Objectives3: To study the difference in Achievement Motivation, Emotional Maturity among secondary school students with respect to gender (Boys-Girls).

Hypothesis 2: There is no significant difference in Achievement Motivation among secondary school students with respect to Gender.

Table 4: Showing the Mean, Standard deviation, and t - Value and level of Significant of 25 Boys and 25 Girls students on Achievement Motivation.

Variables	Boys		Girls		t-value	Interpretation
	Mean	SD	Mean	SD		
Achievement motivation(AM)	64.21	11.94	73.51	12.850	1.798	Not Significant

Shows that the mean scores of boy's students for achievement motivation are 64.21 ± 11.949 and girl's student is 73.51 ± 12.850 . The calculated t-value is 1.798 which is not significant at 0.05 level of significance. It indicates that there is no significant difference between the boys' and girls' students on their level of achievement motivation. Thus, our hypothesis that, "There is no significant difference between male and female IX standard level school students' achievement motivation" is Accepted at 0.05 level of significance.

Hypothesis 3: There is no significant difference in Emotional Maturity among Secondary School Students with respect to Gender.

Table 5: Showing the Mean, Standard deviation, and 't'- Value and level of Significant of 25 Boys and 25 Girls students on Emotional Maturity.

Variables	Boys		Girls		t-value	Interpretation
	Mean	SD	Mean	SD		
Emotional Maturity(EM)	111.79	22.28	107.91	28.5	1.31	Not Significant

Result indicated that the mean scores of male and female students are 111.79 and 107.91 respectively. The computed t-value between their mean differences is 1.31 which is found not significant at 0.05 levels. Hence the hypothesis is accepted. Therefore, male and female secondary schools students are found to have same level of Emotional Maturity.

Results:

- Results revealed that 25.67 % among secondary school students are having high level of achievement motivation, 51.20% having moderate level of achievement motivation and 23.12% having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation.
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- Results revealed that calculated value of $r = 0.24$, which is more than 0.233 the table value of r at 0.05, level of significance at 72 degrees of freedom. Thus, it can be concluding that there is significant relationship in achievement Motivation and Emotional Maturity of secondary school students.
- Boys and Girls secondary schools students are found to have same level of Achievement Motivation
- Boys and Girls secondary schools students are found to have same level of Emotional Maturity.

Summary and Conclusion:

Emotional maturity is the effective determinant of personality pattern as well it also helps to control the growth of development. On the other hand, a person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned.

It is evident from the study that gender differences do exist in Emotional maturity and achievement motivation. However, these gender differences can be attributed to the variations in socialization process of both genders than to the inherent genetic character. Moreover, the difference is not so massive that it cannot. Even if gender differences do exist in various spheres of life and even if inherent natural instincts cannot be overlooked, an effort can be made to create an environment for both sexes to give equal opportunities and freedom to perform the duties of the society and nation without gender biasness. Social maturity, so an effort to develop one domain would automatically lead to development in other.

It can be concluding that there is significant relationship in achievement Motivation and Emotional Maturity of secondary school students. The large segment of the higher secondary school students is having average level of achievement motivation and average level of Emotional Maturity. Boys and Girls secondary schools students are found to have same level of Achievement Motivation and Emotional Maturity.

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