



## A Review of studies on emotional maturity and academic achievement motivation among adolescents

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### Abstract

Emotional maturity connects with attainment of maturation in the field of emotions of an individual. When an individual able to tackle with complex circumstances then determining factor is his emotional maturity. Academic achievement motivation is an operating force that act behind all type of activities which are done to achieve better in academics. The system of school education revolves around this achievement of academics. Adolescence is period of life of an individual that comes after childhood. It is a stage of changes and during this period many psychological and other changes take place that affects his life i.e. academics and social. The present study has been organized to search association of Emotional Maturity with Academic Achievement Motivation among adolescents. The finding of this study reveals that Emotional Maturity have statistically positive association with Academic Achievement Motivation among adolescents.

**Keywords:** emotional maturity, academic achievement motivation and adolescent

### Introduction

Education is a process of development of an individual, society and nation. It strengthen the inner and outer power of a child. It helps to attain maturation physically, mentally as well as emotionally. It up brings knowledge and skills of living a happy and successful life. Adolescence is a period of life when many changes happen rapidly i.e. physical, emotional, behavioral and cognitive. This rapid speed of changes creates many drastic problems among adolescents because they do not understood how to adjust with these changes. Family and school can pay attention regarding this. They can guide and helped adolescents to manage their emotions, enhance their knowledge and skill of adjustment, enhance positive motivation and self-concept and how to calm down stress and depression. No doubt this is crucial period of life of an individual but also it is most important period of life when maturation and growth are in its peak, gain capability to do something extraordinary and excellence, have motivation for achievement in academics and in general life and essential foundation set down for development of personality and for successful life.

### Emotional Maturity

Emotional Maturity gives shape to thinking and behavioral pattern of individual and have well changes in himself. His outward behavior has been showed adjusted. Hurlock (1972) stated that, "When individual retain to access the situation which induce emotions, retain to control his drives to express feelings and attain emotional tolerance additionally he attain emotional maturity". Matured person understand his responsibility and act accordingly. Crow and Crow (1962)<sup>[4]</sup> said, "Emotionally mature person pay remotely respect to his age, he can take over tightness to avoid certain emotions that

impact actively and saw himself unbiased, as he observe his benefits, liabilities and his attempt for enhanced adjustment of his idea, his emotional physique of mind and his conduct". It belongs to achievement of maturation in the field of emotions of a person. Characteristics of Emotional Maturity are as follows:

Emotional Maturity belongs to flexible behavior according to situation.

It developed ability to understand situations or problems and how to adjust in various situations.

It brings responsible behavior.

It brings capacity to control on emotions and be calm.

It brings personal growth by learning, experience and other activities.

It brings capacity to understand others' emotions which expressed by their views and behavior.

It brings positive views towards life.

It affects thinking and learning.

It brings capacity to make decision.

It brings capacity to develop relations and enhance the self.

### Academic Achievement Motivation

Academic achievement generally used for the score attain in a performance test that is based on specific subject. According to Good (1959)<sup>[9]</sup>, "Expertise or excellence performance in considered skill or in framed knowledge is academic achievement. That means presentation in school or institution in a set of educational standardized tests". Achievement reformed by maturity, motivation and facility of education and instructions.

Achievement Motivation is continuing efforts to attain the goals. Motivation means to inspire someone to do something. Crow and Crow (1962)<sup>[4]</sup>, "Motivation is appraised with

response of the interest in learning and to that expanse is basic to learning". It is the operating force behind all type of activity. When this operating force is become base and inspiration for achieve better in academics than it is called Academic Achievement Motivation. Or we can say such behavior which conducts learning and achievement is academic achievement motivation. According to statement of Kumar and Yadav (2015) <sup>[16]</sup>, "There is a great need of Motivation for students, as it affects the Academic Achievement of theirs". Motives of achievement embrace need achievement and fear about failure. These are frequent motives which manage behavior for beneficial and non-beneficial results. Motivation is assembled by emotions and settled target of achievement. As someone set his aim motivation stimulated his emotions of expertise and feeling pride on himself. Where motivation stimulates emotions, maturation has control over emotions and gives direction to emotions and as well as our drives to act something or achieve. Both of these are firmly connected. Emotions are felt when motives or aims are either got fulfilled or exhausted. Biological, psychological and environmental factors jointly stem our motives and emotions.

### Review of Literature

Kaur, M. (2001) <sup>[15]</sup> made a study of Emotional Maturity of adolescents in relation to Intelligence, Academic Achievement and Environmental catalysts. She found Adolescents' Emotional Maturity has neglectable interconnection with academic achievement. Adolescents' Academic Achievement has no dealings with their Emotional Maturity. Means that either adolescents are Emotionally Mature or not, this psychological part of his or her has minor effect on their Academic Achievement and this minor effect not deals greatly with their Academic Achievement.

Gakhar, S. C. (2003) <sup>[7]</sup> examined Emotional Maturity of secondary school students with self-concept and Academic Achievement. Examination was done on a sample of 200 secondary school students. He states that Academic Achievement of secondary stage students' have anti-correlation with their Emotional Maturity. Means that secondary stage students' Academic Achievement and Emotional Maturity walks in opposite sides. If their Academic Achievement goes up than Emotional Maturity goes down. Emotional Maturity goes up than Academic Achievement goes down. He also states that government and private school students, hostellers and day scholar students and students who are children of working and non-working mothers have significant difference on their emotional maturity and academic achievement.

Singh, S. (2010) supervised a study to find relationship of anxiety, emotional maturity and social maturity with actualization of general mental ability of high school students. He theorized that academic achievement and general mental ability, academic achievement and social maturity of boys, girls and total sample have positive and significant association. High school students' Academic Achievement and Emotional Maturity have insignificant association with each other on total sample and on girls. Whereas boys' these two variables have negatively significant association. Girls

were little high emotionally mature than boys. Level of academic achievement of girls is also significantly higher than academic achievement of boys. But emotional maturity of high school girls do not contribute in their academic achievement while boys' do.

Singh, S. and Thukral, P. (2011) made a study on high school students' emotional maturity and academic achievement. The study was made on 400 students of 10<sup>th</sup> standard comprising 200 boys and 200 girls. Findings of their study was that emotional maturity of boys and girls and rural and urban students was not differed significantly. No significant interrelation was found between emotional maturity and academic achievement of high school students.

Chaturvedi & Kamari (2012) <sup>[5]</sup> made a study on role of emotional maturity and emotional intelligence in learning and achievement in school. They said in their findings that Emotional Maturity and emotional intelligence had no statistic effect on learning but both variable had positive and powerful effect on Academic Achievement. Means that Emotionally Mature student Achieve better in Academics than immature or less mature student.

Aggarwal (2013) <sup>[13]</sup> enquired, "A study of Academic Achievement of high school students in relation to Emotional Intelligence, Emotional Maturity and Self Confidence". His objective was to find out relationship of academic achievement with emotional intelligence, emotional maturity and self-confidence. He search out that low and high level of emotional maturity of high school students have significant difference in their academic achievement.

Badola (2013) <sup>[2]</sup> supervised a study on the effect of school on academic achievement motivation on a sample of 480 secondary school students in relation to different administrative setups. He found significant mean difference on boys and girls and urban and rural students on their academic achievement motivation. Public and convent school students were significantly differed on their academic achievement motivation.

Roy *et al* (2013) <sup>[20]</sup> conducted, "Emotional Intelligence and Academic Achievement Motivation among adolescents: A relationship study". On a sample of 105 XII class students of Patna with objectives to search out interrelation between Emotional Intelligence and Academic Achievement Motivation of students. Their result finalized positively low interconnection between students' Emotional Intelligence and Academic Achievement Motivation. This shows that students with high emotional intelligence are highly motivated for academic achievement.

Das, M. N. (2014) <sup>[6]</sup> also prove an inverse connection between Emotional Maturity and Academic Achievement of high school students of rural area. With this he theorized significance of emotional maturity on academic achievement of urban high school students and total sample.

Shanmuganathan and Chinnappan (2014) state on the behalf of their study that emotional maturity have significant association with academic achievement of adolescents. Academic achievement of adolescent students increase with emotional maturation.

Nikhat Yasmin Shafeeq and Afeefa Thakib (2015) organized, "Comparative study of Emotional Maturity of secondary

school students in relation to Academic Achievement". They constitute a sample of 400 hundred students of 9<sup>th</sup> standard of 4 government and 4 private schools of Aligarh. They concluded as result that extremely unstable EM has shown by most of the students. Their emotional maturity and academic achievement found highly positive interacted. Male and female students have no significantly variation on emotional maturity.

Kumavat, D.K. (2017) <sup>[18]</sup> inquired academic achievement motivation among junior college science faculty students of Ahmednagar district. Sample was comprised of 96 XII class science faculty students with age range of 17-18 years. He found that girls students of science faculty have enhance academic achievement motivation than boys.

Rai, D. and Khanal, Y.K. (2017) <sup>[19]</sup> displayed in their study that college students' Emotional Intelligence and Academic Achievement interrelated highly positive and no interrelation was present in their Emotional Maturity and Academic Achievement.

Singh, J. (2017) <sup>[21]</sup> supervised a study of academic achievement in relation to emotional maturity of adolescents. He concluded in his study an approvingly positive association between secondary school students' emotional maturity and academic achievement.

Haleshappa, T. (2019) <sup>[12]</sup> investigated on, "A study of achievement motivation, self-concept and emotional maturity of socially disadvantaged students in relation to their academic achievement". General objectives of his investigation were to explore association, distinction and interaction among achievement motivation, self-concept and emotional maturity with academic achievement of socially disadvantaged students. Results of his investigation inferred that high achievement motivated boy and girl students, government and private secondary school students and rural and urban students have statistically high level academic achievement comparably to low achievement motivated boys and girls students, government and private secondary school students and rural and urban students. High achievement motivated boy and girl students, government and private secondary school students and rural and urban students have statistically high level emotional maturity comparably low achievement motivated boy and girl students government and private secondary school students and rural and urban students. Achievement motivation and emotional maturity confidently associated with academic achievement of boys and girls, rural and urban students, government and private school students, and total sample. Academic achievement of students is shaped by achievement motivation and emotional maturity.

Kamari, P. (2019) made a study of scholastic achievement in relation to emotional maturity, family climate and locus of control of high school students. The study was done on 400 students of 9<sup>th</sup>-10<sup>th</sup> and result was that scholastic achievement of high school students' found significantly correlated with their emotional maturity, family climate and locus of control. Means they have enhanced scholastic achievement if they have better emotional maturity.

## Objective

- To study the correlation between Emotional Maturity and Academic Achievement Motivation among adolescents.

## Hypothesis

- There exists significant correlation between Emotional Maturity and Academic Achievement Motivation among adolescents.

## Conclusion

On the behalf of Review of literature related to emotional maturity and academic achievement motivation it is clarify that Emotional Maturity of adolescent students play an important role and have statistically effect on their Academic Achievement Motivation. Correlation between Emotional Maturity and Academic Achievement Motivation is found significant and positive. Some studies showed neglactable or anti-correlation, where some of studies showed insignificant or low interrelation between these two variables. But many studies showed highly positive association of Emotional Maturity with Academic Achievement and Achievement Motivation. These contrary results are on the basis of gender, area and types of institutes etc. Maturity in emotions and motivation are psychological factors that affects adolescents' achievement goals of excellence in academics. These factors are correlated because Motivation is assembled by emotions and settled target of achievement. As someone set his aim motivation stimulated his emotions of expertise and feeling pride on himself. Where motivation stimulates emotions, maturation has control over emotions and gives direction to emotions and as well as our drives to act something or achieve.

## Educational Implications

Present time in the context of education is very complex, especially for those students who are in the stage of secondary education and passing from adolescence period of their life span. This stage of their education is most important for them as this stage is laid vital foundation for their maximum development in their life. So it is the dutiful responsibility of family, society, teachers and researchers that they provide open minded, friendly and helpful environment to adolescent students and also give them appropriate guidance and counselling, so that they grow as matured personality who have healthy control on emotions and would be motivate for achieve better in their life as well as in academics. Here is great need of a teacher who act as a friend, philosopher-cum-psychologist and guide. So teacher must adopt this role model for students' better academic achievement motivation and for emotional maturation.

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