

Emotional Maturity: A Need for the Academic Achievement at Secondary Level

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Abstract:

In today's world, the significance of emotional maturity has increased tremendously due to the rising prevalence of anxiety, depression, and mental distress among individuals which has created many challenges in the 21st century. The purpose of the study was to study the level of emotional maturity of secondary school students and investigate the connection between academic achievement and emotional maturity. According to the results, most secondary school pupils have average emotional maturity, and it is also observed that correlation between academic achievement and emotional maturity.

Keywords: Emotional maturity, Academic achievement, Secondary school students

Introduction

In contemporary times, children and adolescents are increasingly facing emotional and psychological challenges, including anxiety, tension, irritability, and emotional disturbances. These difficulties contribute to psychosomatic issues that affect their day-to-day functioning. The scientific study of emotional life is becoming more descriptive, exploring the interaction of emotional forces in varying intensities.

Emotional maturity refers to an individual's capacity for balanced feelings and self-regulation. As defined by Singh & Bhargav (2005), it is the continuous development of emotional well-being both at an intrapersonal and interpersonal level. According to Puar (2014), an emotionally mature person possesses a wide range of emotions both positive and negative and can express them appropriately, skillfully, and in a timely manner. Emotional maturity is thus a product of healthy emotional development and reflects one's ability to manage mood swings, express feelings with decency, and maintain a positive mental attitude.

Need and Significance of the Study

Recent studies indicate that 25–30% of Indian adolescents experience anxiety and depression, often due to emotional immaturity. This emotional immaturity contributes to poor stress management, low self-esteem, strained peer relationships, and inability to cope with academic pressure, ultimately impairing learning outcomes.

The secondary school stage is particularly critical as students undergo major emotional and psychological transitions. This is even more significant in emotionally sensitive regions like the Poonch district of Jammu and Kashmir, where socio-political instability and geographical challenges may exacerbate emotional struggles. This study is significant because it provides insights into the emotional

needs of students in such contexts, helping schools implement emotional resilience programs and enabling parents and educators to create emotionally supportive environments. Ultimately, such efforts can lead to improved academic performance and overall student well-being.

Review of related literature

The researcher has reviewed number of studies and observed in those that emotional maturity influence the academic achievement of students and it influence is positive and significant. Research by Narula and Kumar (2024) emphasized the influence of emotionally supportive families in fostering emotional maturity and consistent academic growth. Meseret (2023) found a strong positive correlation between emotional maturity and academic performance in science subjects, while Ahmad and Sharma (2022) noted that female students exhibited better emotional self-regulation, particularly benefiting language and arts outcomes. Choudhary et al. (2022) showed that emotional maturity helped students manage exam anxiety, leading to a 20% improvement in grades. Kumar and Raj (2021) linked emotional stability to better outcomes in collaborative learning settings, and Singh et al. (2021) observed that emotionally mature students possessed superior coping and problem-solving skills. Although Manish (2021) reported no significant caste-based differences in emotional maturity. A key research gap identified from the above studies is the limited exploration of long-term effects of emotional maturity interventions on academic performance.

Objectives of the study

1. To investigate the level of emotional maturity of secondary school students
2. To investigate the relation between academic achievement and emotional maturity of class 10th secondary school students

Hypothesis

There exists no relationship between emotional maturity and academic achievement of secondary school students of class 10th students

Methodology

The present study adopted a descriptive survey method to investigate the level of emotional maturity and its relationship with academic achievement among secondary school students. A stratified random sampling technique was employed to ensure adequate representation across various strata, such as gender, school type, and locality. The final sample consisted of 392 class 9th and 10th students from government and private schools in the Poonch district of Jammu and Kashmir. To measure emotional maturity, the Emotional Maturity Scale (2021) developed by Singh and Bhargav was used. Academic achievement data were collected from the students' final exam scores, obtained with permission from school records.

Data Analysis and interpretation

Table-1 showing overall emotional maturity of Secondary School Students

Maximum Value	Minimum Value	Range	Mean	S.D	N	% of mean
214	48	166	157.93	20.19	392	65.80

The data presented in Table-1 summarizes the overall emotional maturity scores of 392 secondary school students. The minimum score recorded was 48, while the maximum was 214, indicating a range of 166, which reflects considerable variability in emotional maturity levels among the participants.

The mean emotional maturity score was 157.93, with a standard deviation of 20.19, suggesting a moderate spread of scores around the average. The percentage of the mean was calculated to be 65.80%, which indicates that, on average, students demonstrated a moderate or average level of emotional maturity.

This finding aligns with existing literature, which suggests that emotional maturity during adolescence can vary widely due to developmental, environmental, and social factors. The average level of emotional maturity observed may reflect the transitional nature of adolescence, where students are still developing coping mechanisms, emotional regulation skills, and interpersonal awareness.

Table -2 showing relation Emotional Maturity and Academic achievement of secondary school students

		Academic Achievement	Emotional Maturity
Academic Achievement	Pearson correlation	1	.450*
	Significant (2-tailed)		.000
	N	196	196
Emotional Maturity	Pearson correlation	.450	1
	Significant (2-tailed)	.000*	
	N	196	196

The relationship between class 10th secondary school students' academic achievement and emotional maturity is displayed in Table 2. At the 0.05 level, the coefficient of correlation's value of .450 is significant. Thus, the null hypothesis—that there is no meaningful correlation between the academic achievement of 10th secondary school students and emotional maturity is rejected. The outcome also shows that academic success and emotional maturity are positively correlated. More emotional maturity leads to more academic achievement as per results of the study.

Findings

1. The mean emotional maturity score was 157.93, with a standard deviation of 20.19, indicating moderate variation in emotional maturity levels among the students. This implies that the students were in the process of developing their emotional regulation and coping skills, typical for the adolescent stage.
2. The Pearson correlation coefficient between emotional maturity and academic achievement was found to be 0.45, indicating a moderate positive relationship. The findings of Hussain & Yousuf, (2020), Kumar & Mishras, (2016), and Agrawal, (2013) supported the present study's findings.

Educational Implications

Academic achievement and emotional maturity are positively correlated, which emphasizes the necessity of educational programs that promote emotional growth in addition to academic proficiency.

Emotional maturity should be integrated into the curriculum through social-emotional learning (SEL) programs.

Teachers should be trained to recognize the emotional needs of students and incorporate strategies to support emotional maturity in their teaching practices. Schools should adopt a holistic approach that emphasizes both emotional and cognitive development.

Suggestions:

1. Schools may implement emotional intelligence programs to help students recognize, understand, and manage their emotions effectively
2. Early interventions in secondary education, such as counseling services or peer mentoring, could help students address emotional issues that might hinder academic performance.
3. Schools may involve parents in the emotional development of students by offering workshops or resources that help them support their children's emotional growth at home.
4. Establishing peer support or mentorship systems could also enhance emotional maturity, where older students or those with higher emotional maturity can guide and support younger peers.

Recommendations for Further Research

1. Investigate how emotional maturity develops over time and its long-term impact on academic achievement.
2. Assess the impact of specific emotional intelligence or SEL programs on students' emotional maturity and academic performance.
3. Explore how emotional maturity and its relationship with academic achievement vary across gender and socioeconomic backgrounds.
4. Study the influence of teacher support and parental involvement on students' emotional development.
5. Compare emotional maturity and academic outcomes across different cultural or regional contexts.

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