

CHAPTER-II
REVIEW OF THE RELATED
LITERATURE

2.0. Introduction

A summary of the writing of recognized authorities and of previous research provides evidences that the researcher is familiar with what is already known and what is still unknown and untested. The researcher made a survey of the literature and reviewed the different studies in the field of emotional maturity and academic achievement of the secondary school students and selected those which are relevant for the study under investigation.

2.1. Studies related to Emotional Maturity and Academic Achievement

Lekhi (2005) in her study on a sample of 939 (male and female) from govt. and private schools of Punjab, found that there is no significant difference in the emotional maturity and academic achievement of boys and girls as t-ratio is found to be non- significant. However, on comparing their mean scores, it is observed that boys scored little low as compared to girls.

Hangal (2007) study assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children's Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo- Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by 't' test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Suman (2009) made a study of learning achievement in science of students in secondary schools in relation to their meta cognitive skills and emotional competence. The study was conducted over a sample of 500 students of class IX in the secondary school situated in South West Zone of Delhi. In this study he found that there was significant positive relation between emotional competence and learning achievement.

Das (2014) conducted to study the relationship between Academic achievement and Emotional maturity of secondary school students. A sample of 100 secondary students from Burdwan Dist. in India was selected Emotional Maturity Scale was employed to collect the necessary data which was analysed using mean, SD, t-test and correlation. The findings showed that there was a significant relationship between emotional maturity and academic achievement on the basis of gender and locale.

Mallick, Singh, Chaturvedi and Kumar (2014), "A Study on Higher secondary student's Emotional Maturity and Achievement". This study found that there is significant difference between male and female secondary students with respect to level of emotional maturity. There is no significant difference between government and aided higher secondary students with respect to level of emotional maturity.

Shanmuganathan and Chinnappan (2014) The present study explored the extent to which the Emotional Maturity and Parental Encouragement have the relation with academic achievement among higher secondary course students. The descriptive survey method was used for the study. In the study sample of 1000 students were taken by using proportionate stratified random sampling technique. The finding of the study revealed that there is a significant relationship between the emotional maturity and academic achievement of secondary school students.

Lal (2014) the light of the observations, analysis and interpretations of the data, the following recommendations are put forward for the betterment of young adolescents. To make them emotionally mature and self-confident, they should be provided facilities of guidance and counseling with the help of counselors. Suitable and positive climate should be provided to the students, which can further enhance their achievement.

Chatterjee and Sharma (2015) investigated the relationship and contribution of emotional maturity in the academic achievement of high school students. Further, the researchers compared the difference in the emotional maturity on the basis of sex and regional differences. The sample consisted of 400 high school students out of which 200 boys and 200 girls were there. Tool

used for data collection was emotional maturity scale developed by Singh and Bhargava and for academic achievement the aggregate score of the selected students in their board examinations were considered. The results showed that emotional maturity played no significant role in the academic achievement of high school students in a given set of variables. High school students had a similar level of emotional maturity in relation to gender and locale.

Dutta, Chetia and Soni (2015) compared the emotional maturity of secondary school students in Lakhimpur and Sonitpur districts of Assam. Study was carried out on a sample of 500 boys and 500 girls of class X. The random sampling technique was used for data collection. A descriptive survey method was used for data collection. The results showed that significant difference existed on the level of emotional maturity on the basis of gender and type of school. Secondary students of both the districts separately as well as taken together had a similar level of emotional maturity in relation to locale.

Saraswat and Singh (2015) examined the relationship of emotional maturity with the academic achievement. The sample consisted of 400 students studying in Xth class out of which 200 boys and 200 girls were there. The tool used for data collection was the emotional maturity scale developed by Singh and Bhargava (1991) and for academic achievement aggregate scores of the students were taken from official records of the school. The finding revealed that no significant difference was found in emotional maturity and academic achievement scores of students. Further, it was concluded that girls were more emotionally matured in comparison to boys.

Kumar and Mishra (2016) explored the relationship between emotional maturity and academic achievement among adolescent students. Findings revealed that a positive relationship was found between emotional maturity and academic achievement of adolescent students. Significant differences existed between boys and girls on the basis of their emotional maturity and academic achievement.

Mili (2016) examined the emotional maturity of secondary school students in the Lakhimpur district of Assam. The participants of the study were

500 class Xth

students out of which 250 boys and 250 girls of rural as well as of urban localities of Lakhimpur district. The 20 government and private secondary schools were selected through a stratified random sampling technique and students were selected by using a simple random sampling. The tool used for data collection was the emotional maturity scale developed by Bhargava and Singh (1990). The findings revealed that government and private school students did not differ in various areas of emotional maturity. Secondary students of Lakhimpur district had a similar level of emotional maturity on the basis of gender and locale.

Rai and Khanal (2017) explored the correlation between emotional maturity and the academic achievement of college students in Sikkim. The sample comprised of 122 students randomly taken from the population. The tool used for the study was the emotional maturity scale developed by Pal. The result showed that no significant correlation was found between emotional maturity and academic achievement.

Vyas and Gunthey (2017) conducted a study on emotional maturity and academic achievement of adolescents in relation to their gender and locale. The participants of the study were 200 students out of which 100 males and 100 females from the Jodhpur district of Rajasthan. Tool used for data collection was emotional maturity scale developed by Singh and Bhargava and achievement scores of the students were taken from their Xth class annual results. The data were analyzed by t-test. Findings showed that male and female adolescents had a significant difference on emotional maturity. Male and female adolescents had a significant difference on academic achievement.

Bajaj and Nancy (2019) examined the gender difference in emotional maturity among adolescents. The sample consisted of 200 students out of which 100 were males and 100 were females. For data collection emotional maturity scale developed by Singh and Bhargava was used. Finding indicated that no significant difference existed between male and female in terms of emotional maturity.

Govindarajan (2019) studied the effect of emotional maturity and

academic achievement among secondary school students. The study was carried out on a sample of 300 students of IX class from government aided schools. The tool used for data collection was emotional maturity questionnaire developed and standardized by the researcher while academic achievement scores obtained from the school were used. The findings showed that there was a significant difference in emotional maturity and academic achievement of secondary school students. Further, a significant relationship was found among the variables of emotional maturity and academic achievement of secondary school students.

Samidass and Anandan (2019) examined the level of emotional maturity in relation to academic achievement among student-teachers. The study was based on the normative survey method. The sample consisted of 759 student-teachers selected through stratified random sampling technique. The result showed that male student teachers were more emotionally mature and had higher academic achievement than their female counterparts.

Morales-Vives, Camps and Duenas (2020) investigated the role of maturity in predicting academic achievement in adolescents. The study was conducted on a sample of 305 adolescents out of which 146 boys and 159 girls were there. The tool used for data collection was psychological maturity assessment scale developed by Morales Vives, Camps and Lorenzo-Seva (2012) and academic performance of adolescents was assessed by the average grades the participants had obtained in school subjects prior to the term. Result showed that maturity of adolescents was related to the academic performance of adolescents.

2.2 Summary

The investigator has reviewed different studies related to this topic. Out of that some were Indian studies and others were foreign studies. From the review of above studies the following findings have been noted, Lekhi(2005) found that girls were more emotionally mature than boys, Lal(2014) found that a similar level of emotional maturity among boys and girls, Mallick(2014) indicated a significant difference was observed in the emotional maturity of male and female higher secondary students, Saraswat and Singh (2015) observed that girls were more emotionally mature than boys, Mili (2016) found that no significant difference existed in the emotional maturity on the basis of type of gender, school

and locale, Kumar and Mishra(2016) revealed that no significant difference was found between boys and girls on the basis of their emotional maturity, Bajaj and Nancy(2019) revealed that no significant difference existed in the emotional maturity on the basis of gender.

Co -curricular activities should be introduced to the adolescents that can lead them to become more self-confident and mature person. Administrators in the field of education must ensure the congenial school environment for the students, which motivate them to achieve their academic goals. Incentives and scholarships should be given to needy students. To develop a better understanding between student and teachers, PTA meetings should be conducted frequently. Continuous evaluation by conducting demonstration, provision for smart class (facilities of educational gadgets in the classrooms), quiz programs and English language laboratories could be carried out for better achievement of the student.