CHAPTER-I

INTRODUCTION

1.0 INTRODUCTION

With the advancement of science and technology there is expeditious growth of knowledge which alters and varies frequently. Trying to keep pace with the growing explosion of knowledge and resources the child faces emotional unrest and anxiety. The children of today are the citizens of tomorrow who will take the nation and the world community at the zenith. The children are the greatest resource of the nation. They have to adapt to certain behavioural standards for the development of the society. Thus, guiding the child's emotion and channelizing his energy in the appropriate manner is imperative. The children, in order to realize their goals often take up strange behaviour that are antisocial in nature. In order to avoid any pernicious effect to the humanity that may be caused due to frustrations, stress and unrest, the children have to realize their emotions that impel the action and be able to organize and manage it.

Throwing light on the above incidents, a child and adolescent taking such a drastic step is very scandalous. What goes on in the mind of adolescent needs to be explored to find out the cause behind the action that has dire consequence. It is due to depression, family pressures or they are unable to cope with the increased competition. Some of the factors which can be responsible are frustration, anxiety, stress, high expectation of society and parents, depression and increased competition. Every parent wants their child to crack a medical entrance or other competitive examination which increases the burden on the adolescent to keep up to the expectation of parent. The child and adolescent then fear sharing any problem, weakness in any subject or why he or she could not do well in the exam, with the parent. The child then takes the extreme step instead of discussing, sharing or facing the problem. Parents and teachers are considered to be friend and guide of the child. But it is important to note that why the child takes the final plunge rather than facing the problem or coping with the situation. Here comes the role of parents, teachers and elders and most importantly education. We can say that stress on the building of character, personality of the child and shape the child for the nuances of life. The present education system although has brought out positive changes it still needs to place focus on developing and shaping the "Heart" or feeling component. This can solve the problem of anxiety of the child.

In the curriculum, greater focus needs to be placed on the emotional component. The present curriculum needs to be intricately related to the social

demands. Teacher is the tool to impart knowledge and skills through the curriculum. The teacher should associate himself or herself with others. The teacher himself has to possess certain skills like empathetic skills, problem solving skills, relating himself with the student, interpersonal skills, communication skills etc., which can help him to meet the needs of the child. To elucidate the solution of the problem, the teacher needs to analyze self, others and the stimulus in the environment. Thus, the teacher needs to be aware of self and pupils to know the proper direction in which to proceed.

It paves the way for emotional maturity. Maturity means that the person should have a "unifying philosophy of life". Just a spark in the appropriate path is needed; education has a lot of capacity to accomplish the required aims keeping in view of the present demands. An individual has many aspects that characterize his personality; they are physical, intellectual, emotional and social aspects. The intellectual and emotional aspect dominates our lives as they determine our personality and the way we are able to deal with any problem that might confront us in life. Emotions govern our behaviour, action and thought.

Emotions play a central role in the life of an individual and add vivid colours to life. They serve as the bridge between our thoughts and actions. Maturity is the way in which we respond to situations in the environment. Thus, emotional maturity is the integration of emotion and maturity, that is, the way in which a person is able to deal with situations in the environment, manage emotions and express it in the appropriate manner. It affects our endeavours and our achievements in life. In order to lead an effective life, the person is expected to have higher emotional maturity.

An emotionally mature person is composed and is continuously in the process of seeing himself in a better perspective. Achievement is an attainment of skill or ability. In our society academic achievement is thought to determine our success in life. It is the capability that judges our potentiality to succeed in course of action or challenges that we undertake in life. The child who is not able to balance in the unsuitable environment and conditions may not be able to perform well in the academics as well. of the Emotional maturity of the children at high school stage is very crucial because attainment of goal and planning for the future is their prime concern. To be able to manage emotions in a suitable manner is essential for the students.

1.1. Emotion

Emotions are a result of our thoughts and the way we feel in any situation. Throughout the day we encounter many people, situations and environments, we use our thought process and emotions to go about the whole day when we stumble upon any task, challenge or situation, condition or stimulus, our emotions arise instantaneously. The way we see and understand the situation or stimulus will govern the nature and strength of the emotion. The way we think, feel and do, all are determined by our emotions. The stirred-up state may involve anger, love, fear, hatred, happiness. Researchers have tried to gather a set of motions so that they can be delimited. Some researchers have tried to explain the basic or common emotions that all of us feel. **Rene Descartes (1649)** identified six simple and primitive passions-wonder, love, hatred, desire, joy and sadness. He also said that emotions can be any six of these or species of them.

1.2. Emotional Maturity

Hyatt, Hyatt, and Hyatt (2007) defined emotional maturity as, "The understanding and acceptance of all of one's normal feelings and emotions and the appropriate response to those emotions in all circumstances. The understanding of one's own paradigm and the awareness that this may not be totally accurate or complete. The willingness to expand and enlarge one's paradigm with the acquisition of new information while recognizing and accepting differences in others as assets to be valued." Thus, it drives home the point that the ability to accept the adverse circumstances as a challenge and be serene while also having an apt reaction or response. It also requires us to broaden our prospects and concepts. Emotional maturity is affected or can be interpreted from the culture in which the person lives.

Emotional maturity cannot be described only in the developmental way. Self-control can be viewed as one of the key elements to attain maturity, but it does not mean to suppress your emotions. Expression of emotions in the appropriate manner at the right time, place and situation is vital to take a first step towards emotional maturity. Some people think maturity is to keep control on emotions in all conditions. Some others judge maturity in the trained expression of emotions. A person is considered to be emotionally mature when he can endeavor to have more stability when responding and be emotionally healthy. An emotionally mature person will

adjust to demands of the environment. He has a positive attitude towards life and strives to achieve control over himself, his emotions, feelings and reactions. They are flexible in nature and do not like to exaggerate the situation and stress. They do not get engulfed with negativity.

Emotional Maturity is the characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescent period. A person may be said to be emotionally matured if he has in his possession almost all types of emotions positive or negative and is able to express them at the appropriate time in an appropriate degree. An emotionally mature individual has the capacity to make effective adjustment with himself, members of his family, and his peers in the school or work place. Emotional immaturity leads to general unhappiness as seen in the feelings of fear, failure, disappointment, frustration and stress. Emotional maturity means how a person faces a situation and how well they cope and deal with the situation.

The development of emotionally matured behaviour is one of the prime aims of education. An emotionally mature and competent student can make appropriate decision and can cope up with academic matters. Emotional maturity is an important factor that contributes to higher academic performance. It is only through a well-designed implemented educational program that the child could be equipped with necessary knowledge and skills. In the vast sea of education, even though Academic Achievement is a single drop, it is still the index of a child's future in this highly competitive world. The baffling facts, which have come to limelight, are that in spite of having similar educational facilities, environment and aspirations, academic achievement of students differ from one another. Therefore, the topics Emotional Maturity and Academic Achievement assumes a lot of significance in the modern educational system. This observation necessitated a study on the relationship between Emotional Maturity and Academic Achievement of Secondary School Students.

1.3. Academic Achievement

It is the extent to which a student, teacher or institution has achieved their short- or long-term educational goals. Academic achievement is the core of the whole educational growth. It usually indicates student's learning outcomes which require a series of organizes and planned experience. According to **Kholi (1975),** academic

achievement is the level of proficiency attained in academic work or as formally acquired knowledge in the school subjects which is often represented by percentage of marks obtained by students in examination. Academic achievement is the most important perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child.

Academic achievement plays major role in the attainment of the harmonious development of a child. The prediction of the academic achievement has assumed enormous importance to its practical view. In our community academic achievement is considered as a key criterion to judge one's total capabilities and potentialities. It forms the main basis of admission and promotion in a class. In the present field of education, success in academic subjects is the main affair of the teachers, parents and students.

Secondary education is a gateway to the opportunities and benefits of economic and social development. Quality secondary education is indispensable in creating a bright future for individuals and nations alike. Secondary education marks the first turning point in the academic life of the individual. At this stage, the children are equipped with the skills and information necessary to manipulate in the next higher stage of education.

The classroom is an emotional place. Students frequently experience emotions in classroom settings. Quality emotions help students give their best potential in the class room. All these emotions can have important effects on students' learning and achievement. Emotions are part of student's identity and they affect personality development, psychological and physical health.

1.4. Importance of the Study

The vulnerability of the children to various psychological problems due to increased antagonism and competition, it is essential to know their level of maturity and perspective towards importance of academics. The study of emotional maturity is important for children, teachers and administrators as they can know the level of maturity of their students. Hence the teachers can assist children in making appropriate choice and not brood about other choices.

A study of Emotional maturity will lead the researcher to know the children's understanding of sympathy, empathy, compassion, the joys and vicissitudes of life. An adequate educational program can be made after study of emotional maturity of students to enhance their ability and in affinity to the needs of the child. It can be used to demarcate the ones having intense inability to cope with situations in the environment and others who can effectively deal with the same. It is necessary to identify the relationship of the academic achievement and emotional maturity as those who cultivate and uphold positive emotions may vary in achievement from the ones who cannot withstand disagreeable circumstances. It may affect their scholastic achievement; hence it becomes necessary to identify and take steps to eliminate inappropriate orientations. A foundation for social development can be framed after knowing the maturity of the children. Their social development can be enhanced based on the results obtained.

Depending on the findings of the study, teachers, administrators and policy makers can introduce or invent appropriate curriculum, teaching method to meet the needs of the students. Teachers can have an in-depth understanding of their children with the help of the findings. Also, changes may be brought in the behavior of the students pertaining to sociological and psychological factors. The study can improve the academic achievement as the students identified to have lower level of emotional maturity can be referred to counselors, psychologists to boost up their morale and have a different view point towards dealing with situations in the environment.

1.5. Statement of the Problem

The present study will be undertaken with an objective that the research findings would help to identify the common errors following a particular pattern committed by learner while solving the problems on educational achievement.

The proposed problem for the present study stated here is-

"A STUDY OF RELATION OF EMOTIONAL MATURITY WITH ACADEMIC ACHIEVEMENT."

1.6. Operational Definition

1. Emotional Maturity:

Conceptual Definition: Emotional maturity refers to the capability of an

individual to understand and manage his/her emotions effectively.

Operational Definition: Emotional maturity for the present study can be defined as the scores obtained by the secondary school students studying in class IX on the Emotional Maturity scale.

2. Academic Achievement:

Conceptual Definition: Academic achievement refers to the proficiency attained in some specific areas concerning academic work. It is the level of learning outcome in particular areas of the subject in relation to knowledge, understanding, skill and accomplished by the actual execution of curricular co-curricular work in the school settings. It is the end product of the formal teacher learning process which is evaluated by concerned subject teachers in the form of marks, grades and percentages.

Operational Definition: Academic achievement for the present study can be defined as the total mark obtained by the respective students in their mid-term examination.

Secondary school students: The students studying in high schools bearing the class IX to class X are the secondary school students. In the present study, the students of class IX are considered as secondary school student.

1.7. Objectives of the Study

The following are the major objectives of the present study

1. To study the level of emotional maturity and academic achievement of class IX students of Balasore District.

2. To compare whether there is significant difference in emotional maturity and academic achievement of class IX students of Balasore District on the basis of gender.
   2.1. Male students
   2.2. Female students

3. To compare whether there is significant relation in emotional maturity and academic achievement of class IX students of Balasore District.

4. To study the relationship between emotional maturity and academic

achievement of class IX students of Balasore District on the basis of gender

4.1.Male students

4.2.Female students

1.8. Delimitations:

1. The study is limited to only class IX students.

2. The study is limited to sample of 30 students.

3. The study is limited to Balasore district out of 30 districts in Odisha.