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Association between emotional Maturity and academic achievement of adolescent players

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Abstract

The study was planned to investigate the association between emotional maturity and academic achievement of adolescent players. The sample comprised 113 adolescent players (68 boys and 45 girls) of Bhai Mastan Singh Senior Secondary Public School, Sri Muktsar Sahib (Punjab), who were studying in the 11th and 12th classes. All the selected subjects were aged between 16.5 to 19 years. A purposive sampling technique was used to pick the sample. The emotional Maturity Scale created by Pal (1984) was utilized to quantify the emotional maturity of adolescent players. The academic achievement of the adolescent players was measured through the marks obtained in the mid-term examination. The collected data was analysed through Pearson's Correlation Coefficient at a 0.05 level of significance. A significant moderate positive correlation was discovered between the emotional maturity and academic achievement of adolescent players.

Keywords: Emotional maturity, academic achievement, adolescent players

Introduction

Adolescents are a nation's future citizens. In order for them to fit into society, they must embrace certain behavioural norms. These norms differ a little from one community and culture to another. One of the most crucial times in a person's life is adolescence. At this age, adolescents deal with a variety of issues. The adolescent stage is linked to significant mood shifts that are commonly referred to as mood swings. Changes in cognition, emotion, and attitude that are typical of adolescence frequently occur during that time. Conflict, tension, and despair can result from this, but it can also lead to beneficial personality development. Adolescents need appropriate assistance throughout this critical time in life to improve their sense of self-worth, knowledge, and abilities in making decisions, resolving conflicts, and managing their emotions. Adolescence is a time of rapid growth and change on all levels: Physical, social, emotional, and mental. Right now, there are parents who want their kids to succeed at a high level in academics on the performance ladder. This drive for high levels of academic accomplishment places a lot of pressure on educators in general, both teachers and students. In this way, both academic achievement and emotional maturity play a vital part during adolescence.

Emotional maturity refers to how well a person understands their capacity for living fully and has developed their capacity to appreciate things and relate to others. A person is said to be emotionally mature if he can express a spectrum of emotions, whether positive or negative when the situation calls for it and to the appropriate degree (Jersild, 1963) [7]. In the words of Crow and Crow (1962) [3], the mentally and emotionally mature person, irrespective of age, is the one who can deal with stress, ignore some emotion promoters that affect the young, and judge himself logically while assessing his strengths and weaknesses and working toward improving the integration of his thinking, his emotional mindset, and his outward conduct. Geoghagen, Pollard and Kelly (1963) [5] stated that a person is deemed emotionally mature when his responses to a circumstance are proportional to the demands of the scenario and appropriate to his level of development. Emotional maturity, according to Smitson (1974) [17], is a process in which the personality consistently aspires to a better sense of inner-psychological and inner-personality emotional well-being.

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In whatever sphere of life, emotional maturity or stability may be a contributing influence. A person who is emotionally mature is not always somebody who conquered all of the triggers for their anxiety and aggressive behaviour, but rather someone who is constantly working to achieve a healthy integration of their feelings, thoughts, and actions (Singh & Bhargava, 1999) ^[16].

Academic achievement refers to the outcomes in the classroom that show how well a student has met their learning objectives. Academic success can be defined as achieving educational milestones like a bachelor's degree. Exams or ongoing evaluations are frequently used to gauge academic performance. Academic achievement is defined as the knowledge acquired or abilities honed in the disciplines studied, typically indicated by test results or teacher-assigned grades (Good, 1981) ^[6]. Academic achievement, as defined by Kohli (1975) ^[8], is the level of expertise attained in education or as formally gained proficiency in the subject areas, which is frequently reflected by the proportion of marks pupils receive in exams.

Being emotionally mature relates to our ability to understand and manage our emotions. When faced with a challenging situation, our emotional maturity level may be the most important factor in determining how well we can adjust. Adolescence is the transitional period from childhood to adulthood; it is a stage of life marked by change and by establishing some distance from one's family and one's friends. Education is the process of development from childhood to adolescence. A substantial role in achieving personal and professional goals is played by school instruction, particularly secondary school education. However, numerous factors, especially academic achievement or success, have an impact on the educational process during this stage of life. Therefore, it is important to investigate the emotional maturity and academic achievement of adolescent players.

Puar (2013) conducted research on high school students to investigate the relationship of emotional maturity with their academic achievement. The results concluded that there is no significant relationship existed between emotional maturity and academic achievement.

Shanmuganathan and Chinnappan (2014) ^[15] conducted a study on 1000 adolescent (615 girls and 385 boys) school students to know the relationship between emotional maturity and academic achievement. The researchers concluded that emotional maturity and academic achievement of adolescents had a significant relationship.

Shafeeq and Thaqib (2015) ^[14] investigated the emotional maturity of 400 secondary school students with regard to their academic achievement. They observed that there was a highly positive relationship existed between emotional maturity and academic achievement of school students.

Saraswat and Singh (2015) ^[13] examined the correlation between academic achievement and emotional maturity of high school students. The results indicated that the emotional maturity and academic achievement of high school students do not correlate significantly.

Kumar and Mishra (2016) ^[9], in their study, concluded that there is a positive correlation between academic achievement and emotional maturity among adolescent students.

Objective of the study

To investigate the association between emotional maturity and academic achievement of adolescent players.

Methodology

A total of 113 adolescent players (68 boys and 45 girls) of Bhai Mastan Singh Senior Secondary Public School, Sri Muktsar Sahib (Punjab), who were studying in 11th and 12th classes during the academic session 2017-18 were selected as a sample for this research work. All the selected subjects were aged between 16.5 to 19 years. A purposive sampling technique was used to pick the sample.

In the present study, adolescent players are those students studying in classes 11th and 12th of the school who have secured first or second place in various zone-level games/events organised by the Department of School Education, Punjab.

The emotional Maturity Scale created by Pal (1984) was utilized to quantify the emotional maturity of adolescent players. The scale is self-administering and can be administered individually as well in groups. The scale has a total of 40 items and five areas of emotional intelligence viz. emotional regression, faulty social adjustment, emotional instability, lack of independence and flexibility & adaptability. The answer of each item is given in front of it. There are five alternative answers i.e. strongly agree, agree, moderate, disagree and strongly disagree. A simple method of scoring is used in this scale. 5 score is to be given to the statement of strongly agree, 4 to agree, 3 to moderate, 2 to disagree and 1 to strongly disagree on each of the items of the scale. After giving the scores to the items all the scores are to be added and can be interpreted with given norms. The split-Half method and test-retest method was applied for obtaining the reliability coefficient of the scale. The reliability was found 0.74 and 0.77 for the Split-Half method and test-retest method respectively. This scale's validity with Singh and Bhargava's emotional maturity scale was determined to be 0.84 and with the Adjustment Inventory of Srivastava and Tiwari 0.80 regarding the Faulty Social Adjustment area of the scale.

Academic achievement of the adolescent players was measured through the marks obtained in mid-term examination during the academic session 2017-18.

To figure out the association between emotional maturity and academic achievement of adolescent players Pearson's Correlation Coefficient was calculated. The significance level was set at 0.05.

Result of the study

Table 1: Result of Pearson's correlation coefficient between emotional maturity and academic achievement of adolescent players

| Variables | Correlation Coefficient (r) |
|----------------------|-----------------------------|
| Emotional Maturity | .54** |
| Academic Achievement | |

** Correlation is significant at the 0.01 level

It is clearly indicated in table-1 that there was a significant moderate positive correlation ($r = .54$) between emotional maturity and academic achievement of adolescent players which implies that a rise in academic achievement will result from an increase in emotional maturity and vice versa.

Discussion

The results indicated that there was a significant positive correlation between the emotional maturity and academic achievement of adolescent players. It might be due to the reason that the appropriate level of emotional maturity helps students to focus on their studies and to solve the problems

related to their studies. The result of the present study is supported by the studies of Dhama (1974) ^[4], Muley, Patnam and Vasekar (2003) ^[10], Chaturvedi and Kumari (2012) ^[2], Bindu and Vajeela (2014) ^[1], Shafeeq and Thaqib (2015) ^[14], Kumar and Mishra (2016) ^[9].

Conclusion

A significant moderate positive correlation was discovered between the emotional maturity and academic achievement of adolescent players.

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