

## **THE STUDY OF EMOTIONAL MATURITY AND ACADEMIC ACHIEVEMENT AMONG UPPER SECONDARY STUDENTS**

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### **Abstract**

The main purpose of this study is to investigate the relationship between the emotional maturity and academic achievement among upper secondary students. The study was conducted with a sample of 600 Grade 10 students (260 boys and 340 girls) studying in eight high schools from four districts of Bago Region in 2016-2017 Academic Year. For the data collection, the Emotional Maturity Questionnaire (EMQ) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2010) was used. The internal consistency (Cronbach's alpha) of EMQ is 0.886. Upper secondary students' emotional maturity, academic achievement and demographic data were examined and collected by using a questionnaire for survey method and quantitative research design. Data obtained were analyzed by using Statistical Package for Social Science (SPSS). It was found that Grade 10 students in this study possess a moderate level of emotional maturity and they also have an average level of academic achievement. The results of independent sample *t*-test revealed that there were no significant differences on Grade 10 students' emotional maturity and academic achievement by gender. The ANOVA results also revealed that there were significant differences on Grade 10 students' emotional maturity by father's occupation and sibling groups and, on the other hand, there were significant differences on Grade 10 students' academic achievement by schools, districts, father's education and mother's education. The positive correlation between emotional maturity and academic achievement among upper secondary students was significant at 0.001 level ( $r = 0.339, p < 0.001$ ). Again, multiple regression analysis was conducted to develop predicted model of emotional maturity and academic achievement of Grade 10 students. The result revealed that the two of five emotional maturity subscales namely emotional stability and emotional progression, made a significant predictive contribution to academic achievement of Grade 10 students.

### **Introduction**

The classroom is an emotional place. Students frequently experience emotions in classroom settings. Quality emotions help students give their best

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potential in the classroom. All of these emotions can have important effects on students' learning and achievement. Emotions control the students' attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning. Furthermore, emotions are part of students' identity, and they affect personality development, psychological health and physical health (Nehra, 2014).

As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that one's behavior is constantly influenced by emotional maturity level that he possesses (Wadge & Ganaie, 2013). Emotional maturity is an important ingredient of modern civilization and is the essential attribute of the member of a progressive onward moving society. It helps for the growth of behavior and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life (Shafeeq & Thaqib, 2015). The development of emotion will lay a strong foundation for various development of a child's personality. Adolescents with high emotional maturity have better ability of managing, expressing and controlling themselves in every part of action (Geeta & Vijayalaxmi, 2006).

Education aims at all round development of the personality of the child. Education is meant for developing three domains i.e. cognitive, affective, and psycho-motor. Education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop psycho-motor aspect which deals with motor skills. The affective aspect which deals with emotions, feelings and sentiments of the child is neglected by our education. For developing the child to be emotionally matured, only formal education is not enough but informal education which the child gets from his family and society is also needed.

Achievement is a particularly important consideration in the study of adolescence in contemporary society because of wide variation in levels of educational and occupational success. In the modern age of competition, all parents are worried about future of their children. Failure and poor achievement among upper secondary students are serious problems faced by educationists, teachers, parents and administrators in the present time. The most important question is to determine which students achieve more and

under what conditions and also the factors which affect the process of education especially academic achievement that is why the present study has been conducted to investigate the relationship of emotional maturity and the academic achievement among upper secondary students

### **Objectives of the Study**

The main purpose of the study is to investigate the relationship between emotional maturity and academic achievement of Grade 10 students in Bago Region.

### **Specific Objectives**

1. To study the level of emotional maturity of Grade 10 students.
2. To compare the emotional maturity of Grade 10 students with respect to gender, school, district and other demographic variables.
3. To study the level of academic achievement among Grade 10 students.
4. To compare the academic achievement of Grade 10 students with respect to gender, school, district and other demographic variables.
5. To determine whether students' emotional maturity contribute to the prediction of their academic achievement.

## **Review of Related Literature**

### **Emotional Maturity**

One of the ways in which this country's destiny may be changed is to endow the next generation with maturity. Our emotional maturity is observed through our thoughts and behaviors. When we are faced with a difficult situation, our level of emotional maturity is one of the biggest factors in determining our ability to cope. "Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies" (Kour & Arora, 2014). Emotional maturity enables adolescents make better decisions, better choices and have more fun and less stress which enables them to have better balance in life.

Emotional maturity is influenced by several factors, both internal and external factors. Social atmosphere, the family environment and the communities related to the socialization processes that will influence the individual to express his emotions in daily behavior (Wani & Mashi, 2015).

### **Academic Achievement**

“Academic achievement refers to the acquisition of all the behavioral changes associated with cognitive, affective and psychomotor domains” (Sangtam, 2014). The students’ academic achievement plays an important role in producing the best quality graduates who will become great leaders and manpower of the country thus responsible for the country’s economic and social development. Hence, academic achievement possesses a very imperative place in education as well as in the learning process. As this reason, every country has been tried to develop various learning processes for enhancing academic skills.

There are several factors that are responsible for high and low achievements of the students and these factors can be grouped into two broad classes: subjective factors and objective factors. Subjective factors include intelligence, learning ability, motivation, self-efficacy, learning style, study habits, creativity, level of aspiration, self-concept, locus of control, etc. Objective or environmental factors include socio-economic status, educational system, family environment, evaluation system, value system, teacher’s efficiency, school situation, school environment etc (Aggarwal, 2013).

Environmental factors affect emotional maturity and academic achievement of a person. Environmental factors include home environment, working status of parents, number of siblings, place of living etc. Positive environmental factors form high emotional maturity leading to high self-confidence, high intelligence, healthy mind and easy adjustment, low stress and high academic achievement. In turn, it helps in excellent performance, organization success and satisfaction. Reverse is also true (Rajeshwari & John, 2015).

## **Method**

### **Sampling**

The sample of this study was composed of 600 Grade 10 Biology students from eight high schools at Bago Region by using simple random sampling technique. The participants of this study were chosen from four districts of Bago Region; Bago, Taungoo, Tharyarwaddy and Pyay. Two townships were selected from each district and one school was selected from each township. Among the sample, 43% (260) of participants were males and 57% (340) were female

### **Instrumentation**

The Emotional Maturity Questionnaire (EMQ) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2010) was used to measure emotional maturity of upper secondary students. The EMQ contains 48 items under five categories: Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independent. The first four categories comprise 10 items each and the last contains 8 items. The participants have to answer a five- point likert format (1= never, 2= probably, 3= undecided, 4= much, 5= very much). Each response carries a score of '1', '2', '3', '4', and '5' respectively. The scores were transformed reversed scores. So, a higher score is indicative of high emotional maturity. The internal consistency (Cronbach's alpha) of EMQ is 0.886.

And then, the participants were asked to furnish demographic data such as gender, school, district, parents' education, parents' occupation, and sibling groups. Data were collected through self-reported survey questionnaire.

### **Procedure**

Firstly, the Emotional Maturity Questionnaire (EMQ) was found from the internet website. This questionnaire was adapted to Myanmar Version. To acquire real results, expert review was conducted for face validity and content validity by 14 experts from Yangon University of Education who have special knowledge and close relationship in the fields of Educational Psychology and

Educational Test and Measurement. According to their suggestions and recommendations, the questionnaire was modified.

And then, pilot study was conducted in the last week of November, 2016 with a sample of 64 Grade 10 students (26 males and 38 females) from No. (1), Basic Education High School, Thingangyun. For real data collection, Grade 10 Biology students were administered during December, 2016 and January, 2017.

Next, total achievement scores of Grade 10 students were collected from First Term Examination held in October, 2016 from their respective participating schools. The reason is that this exam was administered by using the same question in Bago Region. Therefore the scores obtained from this exam were fairly equal for all students. After accomplishing the data input process, data analysis and interpretation were conducted.

### **Data Analysis and Findings**

#### **Descriptive Analysis for Emotional Maturity of Grade 10 Students**

Descriptive statistics revealed that differences in means and standard deviations with respect to each subscale of emotional maturity for Grade 10 students (See Table 1).

**Table 1:** Means and Standard Deviations for Emotional Maturity of Grade 10 Students

<b>Variable</b>	<b>No. of Items</b>	<b>Mean%</b>	<b>SD</b>
Emotional Stability	10	61.83	10.56
Emotional Progression	10	62.75	10.07
Social Adjustment	10	67.51	11.28
Personality Integration	10	67.44	10.21
Independence	8	63.32	9.72
Total	48	64.62	7.99

**Note:** SD = Standard Deviation

According to Table 1, it was clearly seen that the sample students reported having fairly high level of emotional maturity in social adjustment

and personality integration but relatively low level in emotional stability, emotional progression and independence.

**Emotional Maturity Levels of Grade 10 Students**

Based on the descriptive analysis of emotional maturity, the upper secondary students (Grade 10 students) were identified into three groups by using a formula  $M \pm SD$  (Mean  $\pm$  Standard Deviation) (Polar & Thomas, 1995) (See Table 2).

**Table 2:** Emotional Maturity Levels of Grade 10 Students

Level of Emotional Maturity	N	Percentage
High	71	12%
Moderate	444	74%
Low	85	14%

So it can be assumed that the Grade 10 students in the study had fair emotional maturity.

**Comparison for Emotional Maturity of Grade 10 Students by Gender**

Based on the results of descriptive analyses, it can be said that male students are slightly higher than female students in emotional maturity.

**Table 3:** The Result of Independence Sample *t*-test on Emotional Maturity of Grade 10 Students by Gender

Emotional Maturity	Gender	N	Mean%	SD	<i>t</i>	<i>df</i>	<i>p</i>	Mean Difference
	Male	260	65.24	8.08	1.663	598	.097	1.092
	Female	340	64.15	7.90				

The result of independent sample *t*-test described that there were no significant differences in emotional maturity by gender. This finding is consistent with that of earlier studied conducted by Kour M. (2001), Gakher (2003), Thukral, Praveen and Singh, Surjit (2010), and Lekhi (2015). But in contrast to the finding of Wani & Masih (2015).

### Comparison of Students' Emotional Maturity by Father's Occupation

The descriptive statistics of emotional maturity for Grade 10 students by father's occupation was conducted. This analysis revealed that there were differences in mean scores by father's occupation in emotional maturity (See Table 4).

**Table 4:** Means and Standard Deviations for Grade 10 Students' Emotional Maturity by Father's Occupation

Emotional Maturity	Father's Occupation	N	Mean%	SD
	Dependent	26	65.03	9.65
	Random	44	65.58	7.70
	Others	440	64.93	7.84
	Government Servant	92	62.58	8.10

In order to examine whether these differences are statistically significant or not, one way analysis of variance (ANOVA) was conducted (See Table 5).

**Table 5:** ANOVA Results of Mean Comparison for Grade 10 Students' Emotional Maturity by Father's Occupation

Emotional Maturity	Sum of Squares	df	Mean Square	F	p
Between Groups	468.607	3	156.202	2.468*	.041
Within Groups	37721.946	596	63.292		
<b>Total</b>	<b>38190.553</b>	<b>599</b>			

\*The mean difference is significant at the 0.05 level.

Based on the results of ANOVA, it can be assumed that there was a significant difference in emotional maturity by father's occupation. After that, to find out which particular group had greatest difference, Post-Hoc test was conducted and significant differences were found among father's occupation groups (See Table 6).



**Table 6:** Result of Multiple Comparison (Post-Hoc) Test for Grade 10 Students’ Emotional Maturity by Father’s Occupation

<b>Dependent Variable</b>	<b>(I) Group</b>	<b>(J) Group</b>	<b>Mean Difference (I-J)</b>	<b>p</b>
Emotional Maturity	Others	Government Servant	<b>2.353*</b>	<b>.042</b>

\*The mean difference is significant at the 0.05 level.

According to the results, the students’ emotional maturity had significance difference in government servant and other professions. Therefore it can be concluded that the other professional fathers’ children had higher emotional maturity than the government servant fathers’ children. This may be due to other professional fathers may mostly give more time and live with their children so that they can take care and guide their children closely. And their socioeconomic status may be better than the government servant fathers.

**Comparison of Students’ Emotional Maturity by Sibling Groups**

Descriptive statistics were again conducted in order to find out differences in emotional maturity by sibling groups. This analysis revealed that there were slightly differences in mean scores by sibling groups in emotional maturity (See Table 7).

**Table 7:** Means and Standard Deviations for Grade 10 Students’ Emotional Maturity by Sibling Groups

	<b>Siblings</b>	<b>N</b>	<b>Mean%</b>	<b>SD</b>
Emotional Maturity	Only One	48	67.60	7.53
	Small (2-4)	470	64.29	7.97
	Large (5 and above)	82	64.81	8.03

In order to examine whether these differences are statistically significant or not, one way analysis of variance (ANOVA) was conducted (See Table 8).

**Table 8:** ANOVA Results of Mean Comparison for Grade 10 Students' Emotional Maturity by Sibling Groups

Emotional Maturity	Sum of Squares	df	Mean Square	F	p
Between Groups	483.070	2	241.535	<b>3.824*</b>	<b>.022</b>
Within Groups	37707.483	597	63.162		
<b>Total</b>	<b>38190.553</b>	<b>599</b>			

\* The mean difference is significant at the 0.05 level.

Table 8 showed that the sibling groups differ significantly on emotional maturity. After that, to find out which particular group had greatest difference, Post-Hoc test was conducted and significant differences were found among siblings groups (See Table 9).

**Table 9:** Result of Multiple Comparison (Post-Hoc) Test for Grade 10 Students' Emotional Maturity by Sibling Groups

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	p
Emotional Maturity	Only One	Small Group	<b>3.319*</b>	<b>.017</b>

\*The mean difference is significant at the 0.05 level.

According to the result, the students' emotional maturity had significance difference in only one group and small group. Therefore it can be concluded that the only one group sibling students had higher emotional maturity than the small group students. This result may be due to only one group students get parents' care, love, secure, support and encouragement fully.

### **Descriptive Analysis of Academic Achievement for Grade 10 Students**

Descriptive analyses revealed that the mean and standard deviation of academic achievement for the whole sample is 48.55 and 13.546 (See Table 10).

**Table 10:** Descriptive Analysis of Academic Achievement for Grade 10 Students

	<b>No. of Students</b>	<b>Mean%</b>	<b>SD</b>
<b>Academic Achievement</b>	600	48.55	13.546

**Academic Achievement Levels of Grade 10 Students**

Based on the descriptive analysis of academic achievement, the upper secondary students (Grade 10 students) were identified into three groups by using a formula  $M \pm SD$  (Mean  $\pm$  Standard Deviation) (Polar & Thomas, 1995) (See Table 11).

**Table 11:** Academic Achievement Levels of Grade 10 Students

<b>Level of Academic Achievement</b>	<b>N</b>	<b>Percentage</b>
High	86	14%
Moderate	418	70%
Low	96	16%

So it can be assumed that the Grade 10 students in the study had average academic achievement level. To understand more clearly, the following pie chart was drawn out showing the percentages of emotional maturity levels of Grade 10 students.

**Comparison for Academic Achievement of Grade 10 Students by Gender**

Based on the results of descriptive analyses, it can be said that male students and female students were almost the same in academic achievement.

**Table 12:** The Result of Independence Sample *t*-test on Academic Achievement of Grade 10 Students by Gender

	<b>Gender</b>	<b>N</b>	<b>Mean%</b>	<b>SD</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>	<b>Mean Difference</b>
<b>Emotional Maturity</b>	Male	260	48.36	13.75	-.287	598	.774	-.320
	Female	340	48.68	13.41				

The result of independent sample *t*-test described that there were no significant differences in academic achievement by gender. This finding is consistent with that of earlier studied conducted by De Smedt et. al. (2003), Sunitha (2005), Halawah (2006) and Singh & Praveen (2010). But in contrast to the finding of Aggarwal (1983), Leeson et. al. (2008), Garikai (2010) and Asthana (2011).

### Comparison of Students' Academic Achievement by Schools

The descriptive statistics of academic achievement for Grade 10 students by schools was conducted. This analysis revealed that there were differences in mean scores by schools in academic achievement (See Table 13).

**Table 13:** Means and Standard Deviations for Grade 10 Students' Academic Achievement by Schools

	School	N	Mean%	SD
Academic Achievement	B.E.H.S(1) Bago	90	54.42	15.02
	B.E.H.S Thanatbyin	85	44.30	11.57
	B.E.H.S Yetarshe	90	53.88	11.60
	B.E.H.S Natsingon	85	48.78	13.74
	B.E.H.S Oakpho	65	47.81	12.20
	B.E.H.S Gyobinggauk	65	45.12	13.41
	B.E.H.S Branch Minkwat	60	43.12	13.84
	B.E.H.S Thegon	60	47.37	12.05

**Table 14:** ANOVA Results of Mean Comparison for Grade 10 Students' Academic Achievement by Schools

Academic Achievement	Sum of Squares	df	Mean Square	F	p
Between Groups	9844.061	7	1406.294	<b>8.319***</b>	<b>.000</b>
Within Groups	100073.027	592	169.042		
Total	109917.088	599			

\*\*\* The mean difference is significant at the 0.001 level.

The results from Table 14 pointed out that there was a significant difference among schools at the 0.001 level.

**Table 15:** Result of Multiple Comparison (Post-Hoc) Test for Grade 10 Students’ Academic Achievement by Schools

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	p
Academic Achievement	B.E.H.S 1 Bago	B.E.H.S Thanatbyin	10.119 <sup>***</sup>	.000
		B.E.H.S Oakpho	6.612 <sup>*</sup>	.039
		B.E.H.S Gyobinggauk	9.294 <sup>***</sup>	.000
		B.E.H.S Branch Minkwat	11.297 <sup>***</sup>	.000
		B.E.H.S Thegon	7.047 <sup>*</sup>	.026
	B.E.H.S Yetarshe	B.E.H.S Thanatbyin	9.578 <sup>***</sup>	.000
		B.E.H.S Gyobinggauk	8.753 <sup>**</sup>	.001
		B.E.H.S Branch Minkwat	10.756 <sup>***</sup>	.000

<sup>\*\*\*</sup> The mean difference is significant at the 0.001 level.

<sup>\*\*</sup> The mean difference is significant at the 0.01 level.

<sup>\*</sup> The mean difference is significant at the 0.05 level.

According to the results, there was a significant difference in academic achievement by schools. This may be due to B.E.H.S (1) Bago is the urban school and parents in that school assist their children in a variety of ways and take interest in their children’ education. So, students in B.E.H.S (1) Bago had higher academic achievement. Again, B.E.H.S Branch Minkwat is changed from the middle school to B.E.H.S Branch. So it is a new school and it is insufficient to provide needs of students and teachers. And parental involvement, parental encouragement and school environment is needed. Therefore, students in B.E.H.S Branch Minkwat had lower academic achievement.

**Comparison of Students’ Academic Achievement by District**

The descriptive statistics of academic achievement for Grade 10 students by districts was conducted. This analysis revealed that there were differences in mean scores by districts in academic achievement (See Table 16).

**Table 16:** Means and Standard Deviations for Grade 10 Students' Academic Achievement by District

	District	N	Mean%	SD
<b>Academic Achievement</b>	Bago	175	49.5	14.34
	Taungoo	175	51.4	12.91
	Tharyarwaddy	130	46.5	12.84
	Pyay	120	46.2	13.10

**Table 17:** ANOVA Results of Mean Comparison for Grade 10 Students' Academic Achievement by District

Academic Achievement	Sum of Squares	df	Mean Square	F	p
Between Groups	3455.877	3	1151.959	<b>6.449***</b>	<b>.000</b>
Within Groups	106461.211	596	178.626		
Total	109917.088	599			

\*\*\* The mean difference is significant at the 0.001 level.

Based on the results of ANOVA, it can be assumed that there was a significant difference among districts at the 0.001 level.

**Table 18:** Result of Multiple Comparison (Post-Hoc) Test for Grade 10 Students' Academic Achievement by District

Dependent Variable	(I) Group	(J) Group	Mean Difference (I-J)	p
Academic Achievement	Bago	Pyay	<b>4.257*</b>	<b>.037</b>
	Taungoo	Tharyarwaddy	<b>4.935**</b>	<b>.008</b>
		Pyay	<b>6.155**</b>	<b>.001</b>

\*\* The mean difference is significant at the 0.01 level.

\* The mean difference is significant at the 0.05 level.

According to the results, the students in Bago District had higher academic achievement than the students in Pyay District. And, the students in Taungoo District had higher academic achievement in Tharyarwaddy District and Pyay District.

**Comparison of Students’ Academic Achievement by Father’s Education**

The descriptive statistics of academic achievement for Grade 10 students by father’s education was conducted.

**Table 19:** Means and Standard Deviations for Grade 10 Students’ Academic Achievement by Father’s Education

	<b>Father’s Education</b>	<b>N</b>	<b>Mean%</b>	<b>SD</b>
Academic Achievement	Uneducated	108	48.94	13.64
	Primary	48	45.82	12.40
	Middle	161	46.26	13.19
	High	166	49.53	12.97
	High Pass	54	47.44	16.49
	Graduate	63	54.15	12.29

**Table 20:** ANOVA Results of Mean Comparison for Grade 10 Students’ Academic Achievement by Father’s Education

<b>Academic Achievement</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
Between Groups	3424.789	5	684.958	<b>3.821**</b>	<b>.002</b>
Within Groups	106492.299	594	179.280		
Total	109917.088	599			

\*\* The mean difference is significant at the 0.01 level.

Based on the results of ANOVA, it can be found that there was a significant difference in academic achievement by father’s education at 0.01 level.

**Table 21:** Result of Multiple Comparison (Post-Hoc) Test for Grade 10 Students’ Academic Achievement by Father’s Education

<b>Dependent Variable</b>	<b>(I) Group</b>	<b>(J) Group</b>	<b>Mean Difference (I-J)</b>	<b>p</b>
Academic Achievement	Graduate	Primary	<b>8.334*</b>	<b>.015</b>
		Middle	<b>7.897**</b>	<b>.001</b>

\*\*The mean difference is significant at the 0.01 level.

\*The mean difference is significant at the 0.05 level.

According to the Table, it can be concluded that the graduated fathers' children were cleverer in their academic than the children of fathers who had primary and middle education.

### Comparison of Students' Academic Achievement by Mother's Education

The descriptive statistics of academic achievement for Grade 10 students by mother's education was conducted.

**Table 22:** Means and Standard Deviations for Grade 10 Students' Academic Achievement by Mother's Education

	<b>Mother's Education</b>	<b>N</b>	<b>Mean%</b>	<b>SD</b>
Academic Achievement	Uneducated	126	48.18	13.01
	Primary	81	45.47	13.16
	Middle	168	47.36	14.25
	High	137	49.44	12.56
	High Pass	38	50.69	15.13
	Graduate	50	54.38	12.85

In order to examine whether these differences are statistically significant or not, one way analysis of variance (ANOVA) was conducted (See Table 23).

**Table 23:** ANOVA Results of Mean Comparison for Grade 10 Students' Academic Achievement by Mother's Education

<b>Academic Achievement</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
Between Groups	3003.788	5	600.758	<b>3.338**</b>	<b>.006</b>
Within Groups	106913.300	594	179.989		
Total	109917.088	599			

\*\* The mean difference is significant at the 0.01 level.

Based on the results of ANOVA, it can be assumed that there was a significant difference in academic achievement by mother's education. To obtain more detail information of which particular group had the differences, Post-Hoc Test was executed.



**Table 24:** Result of Multiple Comparison (Post-Hoc) Test for Grade 10 Students’ Academic Achievement by Mother’s Education

<b>Dependent Variable</b>	<b>(I) Group</b>	<b>(J) Group</b>	<b>Mean Difference (I-J)</b>	<b>p</b>
Academic Achievement	Graduate	Primary	<b>8.905<sup>**</sup></b>	<b>.003</b>
		Middle	<b>7.020<sup>*</sup></b>	<b>.015</b>

<sup>\*\*</sup>The mean difference is significant at the 0.01 level.

<sup>\*</sup>The mean difference is significant at the 0.05 level.

According to the Table 24, it can be concluded that the graduated mothers’ children were cleverer in their academic than the children of mothers who had primary and middle education. This may be due to more educated parents are more interested in their children’ education and can support and guide them better. This result is consistent with of earlier studied conducted by Saini (1977), Baker & David (1986), Kohl et. al.(2000) and Muola (2010).

**Relationship Between Emotional Maturity and Academic Achievement of Grade 10 Students**

**Table 25:** Pearson Product Moment Correlation Analysis Between Emotional Maturity and Academic Achievement of Grade 10 Students

		<b>Emotional Maturity</b>	<b>Academic Achievement</b>
Emotional Maturity	Pearson Correlation	1	<b>.339<sup>***</sup></b>
	Sig. (2-tailed)		<b>.000</b>
	N	600	600

<sup>\*\*\*</sup>Correlation is significant at the 0.001 level (2-tailed).

Table 25 indicates that there was positive correlation between emotional maturity and academic achievement with coefficient of  $r = .339$  at 0.001 significant level. Therefore, it can be concluded that the higher a student’ emotional maturity is, the higher his or her academic achievement is.

### **Regression Analysis of Emotional Maturity on Academic Achievement of Grade 10 Students**

In order to investigate the predictive power of emotional maturity to academic achievement of students, multiple regression analysis was conducted.

**Table26:** Multiple Regression Analysis Summary for Predictors Predictor Powers of Emotional Maturity on Academic Achievement

	B	$\beta$	t	R	R2	Adj R2	F
Constant	11.295		2.606	.339	.118	.110	15.84
Emotional Stability (ES)	0.175	.136	2.788				
Emotional Progression (EP)	0.150	.111	2.182				

$$\text{Academic Achievement} = 11.295 + 0.175\text{ES} + 0.15\text{EP}$$

Table 26 indicated that the two subscales of students' emotional maturity; emotional stability and emotional progression significantly predicted 11% of variance in academic achievement.

### **Conclusion**

#### **Suggestions**

According to the obtained results, some recommendations have been presented to improve the knowledge about adolescent emotional maturity in daily life affair. As the role of parents, they should encourage their children to become emotional mature. Parents should help their children to maintain a harmonious relationship with everybody in home and outside so that they can share their feelings and problems with them. If parents fail to provide child a close warm, emotional support then the child become anxious, hostile, defensive and confused person. Parents should never discourage their children for low academic achievement instead they must encourage their children to achieve more and more. Parents should not try to achieve their ambitions through the children and also set realistic goals according to the capabilities of the child. Children should be given freedom to choose their own vocations of streams and achieve their goals.

Emotional maturity not only affects child's physical growth but also his emotional development. By providing love and affection, child feels more secure and in turns, he or she becomes emotionally balanced (Shanmuganathan & Chinnappan , 2014). Parents and school should provide protective and enriched environment to increase secure experiences. Parents and teachers should behave gently and rationally to encourage children doing for positive and useful activities.

Teachers play a pivot role in shaping the personality of the child. The teachers can influence the children by their behavior, thoughts and actions and also enable them to solve their problems which lead to lesser anxiety and better health. Teachers should be well trained in understanding the problems of students. Moreover, teachers should diagnose the problems of poor academic achievement. The teachers should provide independent and secure atmosphere to children for good academic achievement and emotional maturity. Children should be given educational, vocational and personal guidance so that they can determine their goals and become successful in various fields and adjust properly.

Administration should provide other facilities for co-curricular activities in the schools. Administration should make available the facility of guidance and counseling services for the students in schools. School authorities should provide better facilities for attaining high academic achievement. The curriculum should be constructed keeping in view the needs of students, problems and requirements of every individual. Educational system should know the components of emotional maturity and should try to improve its educational plans. Educational system should also provide counselors or psychological professionals' services to help the students to grow emotionally mature and, hold family training meetings for parents. Frequent meetings will make able the parents to know about their children performance and they start interfering in the children matter and this leads to better emotional relation between parents and children and this will certainly improve emotional maturity of their children.

### **Limitations of the Study**

Despite the contribution of the study, there are some limitations that need further examination and investigation. First, the research area is restricted to Bago Region and the participants were drawn from only eight schools. Though eight schools were already drawn from different townships to enhance validity, the results may not be applicable to other geographical locations or to other schools across the country. Second, in case of a study of emotional maturity and academic achievement, longitudinal design is more desirable, for example, from lower secondary school to upper secondary school or from upper secondary school to higher education level. Due to the scarcity of time and resources, such design is impossible for this study. Therefore, relationships over time between emotional maturity and academic achievement could not be addressed. Third, the sample of the study comprises only Grade 10 students. The results may not represent all Grade 10 students in Myanmar. Fourth, the sample of the study is Biology combination students so that this result may not represent other combination students. Fifth, the quality of questions involved in the test was not analyzed and the achievement scores were emphasized due to time limitation.

### **Future Research**

The limited study area pointed out the necessity to conduct a nationwide study to gather adequate information on the subject to be able to generalize. A study of longitudinal design is necessary to clarify grade differences and age differences and should be extended to explore the effectiveness of emotional maturity. The future researchers should conduct the studies with large sample size from different states and regions to be more reliable and valid. And this study can be conducted with other combination students. The future researchers should construct the tests themselves and analyze the quality of the tests so that more credit results will get. This research was conducted with quantitative study only. Therefore, further research should be done with both quantitative study and qualitative study-observations and in-depth interviews with students in order to support the findings of the study. Furthermore, the future researchers should consider the contributions of other factors such as other psychological variables, socioeconomic status, different cultural background, family, teacher and

peer's contributions to students' emotional maturity and academic achievement.

Therefore, this study has empirically proved that there is relationship between emotional maturity and academic achievement among upper secondary students. This study leads to be better understanding of psychological factors that may influence the upper secondary students in Basic Education High Schools. This may also help to improve the level of emotional maturity and academic achievement.

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