



A STUDY ON THE RELATIONSHIP BETWEEN EMOTION MATURITY SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF X STUDENTS



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ABSTRACT

Education is the process of development from infancy to maturity. It includes the influences of once vocation, home life, friendship, marriage, travel hobbies-on once personality. All these form the parts of life long process of education. The school education a especially high school education is an important part of once future success and vocational placement, but during this stage of life several factors influence, the process of education a especially academic performance. Hence this study has been taken up to understand emotional maturity and adjustment abilities of X students and their influence on the academic performance of the students.

KEYWORDS: *Emotional maturity; School adjustment, Academic achievement.*

1.1 INTRODUCTION

“By education I mean an all-round drawing out of the best in the child and man-body, mind and spirit” – M.K. Gandhi. The modern tendency, however, is to regard education as a process, bi-polar in nature, which involves the inter-play of the educator and the educant.

Education is the process of development from infancy to maturity. It includes the influences of one's vocation, home life, friendship, marriage, travel, recreations and hobbies – on one's personality. All these form the parts of life-long process of education.

1.2 EMOTIONAL MATURITY

1.2.1 Emotions:-

Etymologically, the word emotion is derived from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’. Emotion can thus be understood as an agitated or excited state of our mind and body. Taking clue from its

derivation, various psychologists have tried to define the term ‘emotion’ in their own ways. Let us reproduce a few of such definitions.

Wood Worth (1945):-

Emotion is a ‘moved’ or ‘stirred-up’ state of an organism. It is a stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer.

McDougall discovered 14 basic instincts and concluded that each and every emotion, whatever it may be, is the product of some instinctive behavior.

These instincts, with their associated emotions, can be listed as:



Table No. 1 : Human instincts with their associated emotions enrollment in local colleges, 2005

S.No.	Instinct	Emotion accompanying it
1.	Flight or escape	Fear
2.	Pugnacity or combat	Anger
3.	Repulsion	Disgust
4.	Curiosity	Wonder
5.	Parental	Tender emotion, love
6.	Appeal	Distress
7.	Construction	Feeling of creativeness
8.	Acquisition	Feeling of ownership
9.	Gregariousness	Feeling of loneliness
10.	Sex, mating	Lust
11.	Self-assertion	Positive self-feeling or elation
12.	Submission	Negative self-feeling
13.	Food-seeking	Appetite
14.	Laughter	Amusement

Thus, whatever may be the terminology used by all these different writers and psychologists, their definitions tend to describe emotions as some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioral acts.

1.2.2 Nature and Characteristic of Emotions:-

From the definitions and discussions, we may be able to conclude following things about the nature and characteristics of emotions.

- 1. Emotional experiences are associated with some instinct or biological drives:** Every emotional experience is associated with one or the other innate instinct. An emotion is aroused under the current or influence of an instinctive excitement. One can experience emotion of anger only after riding on the instinctive waves of pugnacity or

- 2. Emotions are the product of perception:**

Perception of a proper stimulus (object or situation) is needed to start an emotional experiences. The organic changes within the body (favorable or unfavorable) then, may intensify the emotional experience.

- 3. The core of an emotion is feeling:**

Actually every emotional experience, whatever it may be, involves feelings – a sense of response aroused in the heart. Feelings and emotions – both are affective experiences. There is only the difference of degree. After perceiving a thing or a situation, feelings like pleasure or displeasure can be aroused. There may be some intensity or degree of strength in these feelings. When the feelings are so strong as to disturb the mind and excite an individual to act immediately, they are turned into emotions. Therefore, the urge to do or act (cognitive aspect), is the most important emotional experience.

4. Emotions bring Physiological changes:

Every Emotional experience involves many physical and physiological changes in the organism. Some of the changes which express themselves as overt behavior are easily observable. For example, reddened eyes, flushed cheeks, beating of the heart, choke in the voice, or an attack on an emotion-aroused stimulus. In addition to these easily observable changes, there are internal physiological changes. Examples are changes in the circulation of blood, impact on the digestive system and changes in the functioning of some glands like adrenal glands.

These changes become so specific and distinguishable in human beings that a simple glimpse can enable us to detect a particular emotional experience in an individual and we can see whether he is in anger or, suffer from fear and so on.

In addition to the above, emotions have some more specific characteristics. These are:

- a) Emotions are prevalent in every living organism.
- b) They are present at all stages of development and can be aroused in young as well as in old.
- c) Emotions are individualistic, and they differ from person to person.
- d) Same emotion can be aroused by a number of different stimuli – objects or situations.
- e) Emotions rise abruptly but subside slowly. An emotion once aroused, tends to persist and leave behind, an emotional mood.
- f) Emotions have the quality of displacement. The anger aroused on account of one stimulus gets transferred to another situation. The anger resulting from being rebuked by the boss gets transferred to beating the children at home.
- g) One emotion can give birth to a number of similar emotions.

1.2.3 Kinds of Emotions:-

If we try to analyze the impact of various emotional experiences on the well-being of an individual, we can come to the conclusion that emotions have both positive as well as negative effects. Whether an emotion will prove to be helpful or harmful to an individual depends upon the following factors:

1. The frequency and intensity of emotional experience.
2. The situation, occasion and the nature of stimulus which arouses the emotion.
3. The kind of emotional experience or emotions.

The last factor-the kind of emotional experience – courts

much in this direction. Emotions, in general, can be categorized into two – positive emotions like affection (love), amusement, curiosity and happiness which are very helpful and essential for normal development, are termed as positive emotions.

By their nature of being both positive and negative, it should not be assumed that all the positive emotions are always good, and the negative emotions, bad. While weighing their impact, other factors like frequency and intensity, nature of situations and the stimuli aroused, should also be considered. Excess of everything is bad. Emotions with too much of intensity and frequency, whether positive or negative, bring harmful effects. But, the so-called negative emotions are essential for human welfare. The emotion of fear prepares an individual to face the danger ahead. The child who has no emotion of fear is sure to get affected because it has not learnt to save itself against a possible danger.

1.2.4 Emotion Maturity:-

The process of maturation and learning play effective roles in the development of emotions in the human beings. As a child grows, he may acquire various positive and negative emotions through his environmental experiences and training. Emotions or emotional behavior are in all sense, the learned and acquired pattern of our behavior. Therefore, at the time of birth, a child does not show the presence of any specific emotions except a sort of general excitement in the form of crying or smiling. This state of general excitement showing pleasure or displeasure to the concerned stimuli remains with the infant up to 6 months. Therefore, it can be safely said that a child begins his journey towards the development of his emotional behavior with the help of two distinct emotions i.e. emotion of distress (displeasure) and emotion of delight (pleasure). When an infant completes his six months, negative emotions (like elation, love, sympathy, enjoyment etc.) creep in. generally, up to two years, almost all the emotions, positive and negative, take their shape and become quite distinct in children..

1.2.5 The Characteristics of An Emotionally Matured Person:-

An emotionally matured person demonstrates the following traits and characteristics in his behavior.

1. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.
2. Manifestation of emotions is very much refined. Usually he expresses his emotions in a socially desirable way.

3. He is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide.

1.2.6 Adjustment:-

The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirements of the seasons is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has, of course, made it possible to adjust the temperature inside dwelling houses and workplaces to harmonize with our needs.

governed by the demands of various environmental situations. This is not, however, a one-way process: an individual maintains the balance between himself and his surroundings either by modifying his own behavior or by modifying the environment. In this context, as Arkoff (1968) states:

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

1.2.7 Adjustment as Achievement or Process:-

Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in a process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment. Thus, adjustment as an achievement that is accomplished either badly or well (Lazarus, 1946).

Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It only shows how individuals or a group or groups of people cope under changing circumstances and what factors influence this adjustment.

1.2.8 Areas of Adjustment:-

Adjustment in the case of an individual should consist of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Adjustment, although seeming to be a universal characteristic or quality may have different aspects and dimensions.

Joshi (1964) and Pandey in their research study covering school and college students, have given 11 areas or dimensions of an individual's adjustment:

1. Health and Physical development.
2. Finance, living conditions and employment.
3. Social and recreational activities.
4. Courtship, sex and marriage.
5. Social Psychological relations.

In this way, adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a part. Personal and environment factors work side by side in bringing about this harmony.

1.2.9 Methods of Adjustment:-

In order to lead a healthy, happy and satisfying life one has to learn the various ways of adjustment, i.e. coping with one's environment as effectively as possible. Also he has to safeguard his self against turning into a maladjusted and abnormal personality. How does one handle and face the conflicts, anxieties, pressures and stresses on one's life? To seek answers to these questions the description of possible modes, ways and methods used by the individual in his adjustment process is necessary.

The methods used for keeping and restoring harmony between the individual and his environment can be grouped into two categories, direct methods and indirect methods.

1. Direct methods: Direct methods are those methods which are employed by the individual intentionally at the conscious level. They are rational and logical and help in getting permanent solution of the problem faced by the individual in a particular situation. These methods include the following:

- a. Increasing trials or improving efforts:** When one finds it difficult to solve a problem or faces obstacles in the path, to cope with his environment he can attempt with a new zeal by increasing his efforts and improving his behavioral process.

b. Adopting compromising means:

For maintaining harmony between his self and the environment one may adopt the following compromising postures:

c. Withdrawal and submissiveness:

One may learn to cope with one's environment by just accepting defeat and surrendering oneself to the powerful forces of environment and circumstances.

d. Making proper choices and decisions:

A person adapts himself to, and seeks harmony with, his environment by making use of his intelligence for the proper choices and wise decisions particularly when faced with conflicting situations and stressful moments.

2. Indirect methods of achieving adjustment:

Indirect methods are those methods by which a person tries to seek temporary adjustment to protect him self for the time being against a psychological danger. These are purely psychic or mental devices - ways of perceiving situations as he wants to see them and imagining that things would happen according to his wishes.

1.3. Academic or Scholastic Achievement:-

Achievement in the school or college may be taken to mean any desirable learning that is observed in the student. Since the word 'desirable' implies a value judgment, it is obvious that a particular learning may be referred to as achievement or otherwise depending on whether it is considered desirable or not. Understood in way, any behavior that is learned may come within the scope of achievement. There is no gainsaying the fact that learning is not limited to mere acquisition of information, it also includes attitudes, interests, values, etc. modern personality theory holds that many of the personality characteristics of the individual are learned. Therefore, the acquisition of desirable characteristics is as much as achievement as is knowledge of the principles of Science or facts of World History. Although 'achievement' is used in this broad sense it is customary for schools and colleges to be concerned to a great extent with the development of knowledge, understanding and acquisition of skills. In other words, the 'learning' which are often stated as 'the development of desirable characteristics of personality'. Though this is undoubtedly a worthy goal, it is doubtful whether anything beyond the most superficial change could be obtained with the small number of hours of contact between the teacher and the student in the school or college. Thus in practice, the objectives are necessarily restricted to the imparting of various types of subject-matter knowledge.

1.4 OBJECTIVES

- 1) To study the levels of emotional maturity among X class students.
- 2) To study the adjustment levels of X standard students.
- 3) To study the achievement levels of X standard students.
- 4) To study the relationship between Emotional Maturity and School Adjustment of X class students.

To study the relationship between Emotional Maturity, School Adjustment and Academic Achievement of X class students

1.5 HYPOTHESES

1. There is no significant difference in Emotional Maturity of X boys and girls
2. There is no significant difference in Emotional Maturity of X students on the basis of their caste.
3. There is no significant difference in Emotional Maturity of X students on the basis of their religion.

There is no significant difference in Emotional Maturity of X students studying in Govt. and Private schools

1.6 SAMPLING DESIGN

10 secondary schools have been selected for the study. From these 10 schools 360 students studying in X standard are randomly selected out of which 180 are from Govt. Schools and 180 are Private Schools.

1.7 SAMPLE FOR THE STUDY

The sample taken for the study constitute of X studying in different schools in Warangal Dist. of Andhra Pradesh. Stratified Random sampling techniques is used to draw the sample from 10 schools.

1.8 TOOLS USED FOR THE STUDY

The researcher has thoroughly reviewed the literature available to identify the tool relevant for the problem selected for the study. After a thorough review of the different tests available that have been already developed and standardized on different samples at different geographical regions, the researcher felt that the available Emotional Maturity Scale and Adjustment Inventor test fit in, to study the Emotional Maturity and Adjustment of high school students. Hence the researcher adopted Emotional Maturity Scale (EMS) developed by A.K.P. Sinha (Raipur), R.P. Singh (Patna), and School Adjustment Scale developed by Dr. Yasgvir Singh, Dr. Mahesh Bhargav Published by National Psychological Corporation, Agra.

1.9 COMPOSITION OF THE INDEPENDENT SAMPLE

Table: I - Showing the frequency and percentage of the sample with respect to gender.

Gender	Frequency	Percentage
Boys	180	50
Girls	180	50
Total	360	100

The above table shows the sample taken for the research. The total sample is 360 X students out of which 180 are boys (50%) and 180 are girls (50%), this has been graphically represented below.

Figure: 1 - Sample with respect to Gender

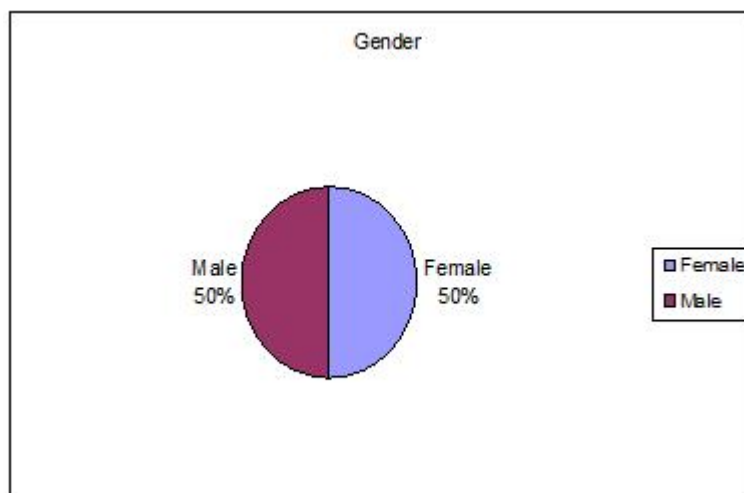
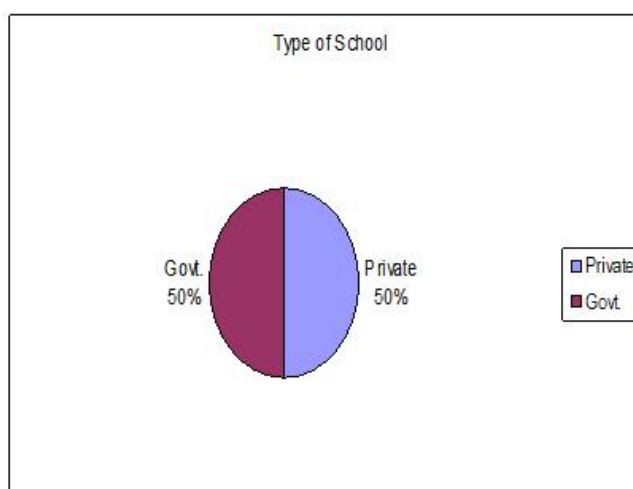


Table: II - Showing the frequency and percentage of the sample with respect to type of Management.

Type of School	Frequency	Percentage
Govt.	180	50
Private	180	50
Total	360	100

The above table shows the sample taken for the research on the basis of type of management is 180 students from Govt. school (50%) and 180 students from Private school (50%); this has been graphically represented below.

Figure: 2 - Sample with respect to Management



2.0 CONCLUSION

Emotions play a very important role in the development of Adolescence, which influences the other dimensions of development. Hence the individual should be Emotionally Matured to have a balance development in the other aspects.

This present study aimed to see the relationship between Emotional Maturity, Adjustment and Academic Achievement among X standard students. The findings show that there is no much difference in the Emotional Maturity of

X standard student's pertaining to different demographic variables, but a Significant different is found in adjustment and other demographic variables.

Since adjustment plays a very important role in the achievement and settlement of an individual, it should be seen that proper adjustment takes place among the students.

2.1 Educational Implications:-

- ✧ As the child grows he may acquire various positive or negative emotions through is environmental experiences and training. They are learn and acquired pattern of behavior, hence one needs training attain emotional maturity.
- ✧ Several demographic variables have their influence on emotional maturity which needs to be taken care of children should be provided with proper environment for attaining emotional maturity.
- ✧ The students must be trained for expressing right emotions at the right time.

- ✧ Adjustment is a major problem for several individuals during the school period children should be guided for better adjustment.
- ✧ Several social and Psychological factors influence the adjustment process during adolescence which should to taken care of.

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