

## Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background

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### ABSTRACT

The present study evaluates the emotional maturity, self-confidence and academic achievement of adolescents in relation to their gender and urban-rural background. The sample consisted of 200 students (100 male and 100 female) from Jodhpur district of Rajasthan. Self-confidence inventory (ASCI) developed by Dr. Rekha Gupta, Emotional Maturity Scale developed by Dr Yashvir Singh and Dr Mahesh Bharagava and achievement scores of the students taken from their X<sup>th</sup> class annual results were used in the study. The data was analysed using “t” test. The results discovered that there is significant difference between male and female adolescents on emotional maturity; no significant difference between urban and rural adolescents on level of emotional maturity ; and there is no significant difference between male and female adolescents on self confidence but there is significant difference between urban and rural adolescents on level of self confidence. It was also noticed that male and female adolescents and urban and rural adolescents both have significant difference in academic achievement.

**Keywords:** *Emotional Maturity, Self Confidence, Academic Achievement, Adolescents, Gender & Urban-Rural*

Children are the future citizens of a country. They not only constitute a large group but also vulnerable or special risk groups of our community. Children are the greatest resource of the nation. The children are required to adopt certain behavioural standards for the integration of the society. These standards vary somewhat from culture to culture and society to society but generally they are the key regulators that guide the child towards the social and away from anti-social behaviour. Adolescent period of child’s life is of great importance and is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have become still more compared to the yesteryears. Family, which plays an important role in the personality development of adolescents, is

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## **Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

undergoing structural, emotional and inter-actional transformations. Adolescence is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. Pubertal), social, and psychological changes, shown in their personality traits. Adolescent period is associated with notable changes in mood sometimes known as mood swings. Cognitive, emotional and attitudinal changes which are characteristic of adolescence, often take place during this period, and this can be a cause of conflict, stress and depression on one hand and positive personality development on the other. Because the adolescents are experiencing various strong cognitive and physical changes, hence proper guidance at this crucial phase of life is all the more important for enhancing their positive self-concept, enriching their knowledge and skills in decision-making, conflict resolution and proved that this is the most impressionable period of one's life and it is during this time the vital foundation is laid for optimum development of an individual personality. The attitude which a child holds towards himself especially those dealing with self-esteem and self-worth play an important role in the development of his personality. It has been argued that the child's self-confidence and his educational achievement in school are not independent phenomenon. These are affected by some of the factors like school and family environments as well as level of parent involvement. Self-confidence is an essential factor for achievement. It acts as a foundation for the development of human beings. Success in any field largely depends on degree of self-confidence of a person. People having high self-confidence faces the difficulties firmly and perform their work in positive manner

### ***Emotional Maturity***

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead a effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied.

### ***Self Confidence***

The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity (Breckenridge & Vincent, 1965). The self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth. Self-Confidence is a positive attitude of oneself towards one's self concept. It is an attribute of perceived self. Self-Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. Self-Confidence is the conviction that one is generally capable of producing desired results.

## **Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

Increase in self-confidence helps to develop innate qualities of self-worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence confident may not come up to the optimum level of attainment. In general, self-confidence refers to an individual's ability to act effectively in a situation to overcome obstacles and to get things to go alright. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults. The term self-confidence is used to refer to individuals' judgment about themselves. Children with over all high self-concept are confident about their abilities to accomplish their goals, academic competence and relationship with parents and peers. Children with low self-confidence tend to be apprehensive about voicing unpopular or unusual ideas and avoid attractive attention (Mussen et al; 1979). The nature of self-confidence is to analyse 'himself' and this analysis helps the children in his development emotional maturity and achievement. A child has faith in himself is a child of self-evidence. He takes challenges as motivation, struggle hard for getting success. Kumar (2003) found that high confident and low confident child differs significantly on adjustment.

### ***Achievement***

An achievement is all an obtaining for an exertion or an accomplishment of an effort. Achievement is thus an attainment, a proficiency gained or an ability required. In the field of education an achievement is the amount of knowledge or skills that a child has learnt in a particular field or subject. It is an exposition of his present level of performance. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. In school, great emphasis is laid on achievement right from the beginning of formal education. So, lot of time and effort of the schools are used for helping students to achieve better in scholastic endeavours.

### **REVIEW OF RELATED STUDY**

Arya A (1984) conducted a study on emotional maturity and value of superior children in family. The objectives of the study were to found relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study found that superior boys and girls did well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity.

Gupta, Poonam, (1989) conducted a comparative study on "Male and Female Adolescent School going students on Emotional Maturity and Achievement in Curricular and Co-Curricular activities". The Objectives of the study were: 1. To compare male and female

## Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background

adolescent school going students on emotional maturity, co-curricular and curricular activities. 2. To compare behaviour of boys and girls due to age level. The sample comprised 200 girls and 200 boys studying in high school and intermediate classes of Agra City who were selected on the basis of the random number table. The tools used in the study were Emotional maturity Scale developed by Yashvir Singh and Mahendra Bhargava and Curricular and Co-curricular Activities Questionnaire developed by the investigator. Statistical techniques used for data analysis were chi-square, *F*-ratio and *t*-ratio. The findings of the study were: (i) The girls were more sober and well behaved as compared to boys of this age. The characteristic behaviours of the girls were that they were shy, reserved and more sober as compared to boys. (ii) Boys behaved more openly and were more interested in bold activities. 3. Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines, singing and decoration. Singh, R.P (1993) conducted a study on “Emotional Maturity of Male and Female Students of Upper and Lower Socio- Economic Status”. The total sample consisted of 640 adolescent students of Aligarh. There were 321 male and female students of upper Socio-Economic Status and 320 male and female students of lower Socio-Economic Status in age ranging from 15 to 19 years. The subjects were chosen on the basis of Stratified Random Sampling method. These 640 subjects were then administered Emotional Maturity Scale of Yashvir Singh and Mahesh Bhargava. The findings of the study were: (i) The statistical analysis revealed that mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status in all the five areas of Emotional Maturity Scale. (ii) In the total area of the emotional maturity the mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status. The „*t*“ value was significant. (iii) The mean scores of female students were slightly lower than the corresponding mean scores of male students in social disintegration. (iv) In the total area the mean score of male students was significantly lower than the mean score of female students.

Kaur, S. (2000) found significant relationship between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

Anju (2000) found that there existed a positive and significant relationship between emotional maturity and intelligence of student which implied that more intelligent the person was, more emotional mature he was. The relationship between emotional maturity and intelligence of girls came out to be significant.

Upadhyay, S.K. and Upadhyay, Vikrant. (2003) studied “Emotional Stability and Academic Achievement of Boys and Girls at Secondary Level.” and concluded that emotions have both direct and indirect and indirect effect on personality. The direct effect came from physical and mental disturbances, while indirect came from reactions of members of the social group around the person who was experiencing the emotion. If the emotions were unpleasant or

## **Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

uncontrolled, they were damaging to the personality pattern. If pleasant and controlled then they had vice versa effect on life. The main findings were: (i) Boys were significantly emotionally stable than girls. (ii) There was no significant difference between boys and girls in academic achievement. (iii) There was no significant relationship between emotional stability and academic achievement of the students.

Gakhar S. C. (2003) conducted a study on “Emotional maturity of students at secondary stage: self-concept and academic achievement”. The study used a sample of 200 Darwin Nelson (2005) in his research related to "Emotional Intelligence and Emotional Maturity" says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects certain level of social and emotional maturity.

Geeta S., Vijaylaxmi A. (2006) conducted a study on impact of emotional maturity on stress and self-confidence of adolescents and found that adolescents with high emotional maturity had significantly higher stress and self-confidence than Maikhuri, R. And Panole, S.K (1977), in his study about “Self -confidence of adolescents in relation to their Academic achievement” revealed that there is no significant correlation between academic achievement and Self Confidence. However, significant differences were observed in the academic achievement to the high and low self-confidence groups.

Panwar P.S., (1986), in his research on “Role of academic achievement and school background in self-concept, self-disclosure and inferiority feeling among students of Kumaun Hills” found that academic achievement, home background and school environment had significant effect on self-concept. He further disclosed that academic achievement had no significant relationship with feeling of inferiority.

Rajput (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there Review of Related Literature 20 was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

Ojoawo (1989) studied the effects of differential distribution of resources on school performances in an examination and found that location of schools in Oyo state had significant effect on school academic performance and there was significant difference in the performance between the students of rural and urban schools.

## **Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

Verma et al. (1991) undertook a study with the major objective to identify factors responsible for poor results in the secondary school examination and examining their bearing on school success. The sample consisted of 515 randomly selected students of class X from different academic streams and found that students' who expressed high degree of ego involvement, indicated the degree of persistence and secured better marks in their final examination and academic achievement when computed on total sample (N =180) was statistically significant.

### ***Objectives***

1. To study and compare the emotional maturity of male and female adolescents.
2. To study and compare the self-confidence of male and female adolescents.
3. To study and compare the academic achievement of male and female adolescents
4. To study and compare the emotional maturity of urban and rural adolescents
5. To study and compare the self confidence of urban and rural adolescents.
6. To study and compare the academic achievement of urban and rural adolescents.

### ***Hypotheses***

1. There exists no significant difference between male and female adolescents on emotional maturity.
2. There exists no significant difference between male and female adolescents on self-confidence.
3. There exists no significant difference between male and female adolescents on academic achievement
4. There exists no significant difference between urban and rural adolescents on emotional maturity.
5. There exists no significant difference between urban and rural adolescents on self confidence.
6. There exists no significant difference between urban and rural adolescents on academic achievement.

### ***Delimitations***

The present study being exploratory in nature has following delimitations:

1. The geographical area of the study was delimited to the senior secondary schools of Jodhpur district.
2. Adolescents have been selected on incidental purposive bases.
3. Sample for the study was delimited to adolescents of class XIth in the age range of 16 and above.
4. The present study is delimited to five variables only.

### ***Sample***

For this research work the incidental purposive sampling technique is used the selection of the subjects. In all there will be 200 schools students: 100 males and 100 females; 25 male and 25 females from each senior secondary school students in government model senior

## Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background

secondary schools and government senior secondary schools of the jodhpur district. All the school students range 16 and above and studying in the 11<sup>th</sup> class of senior secondary schools of the district all the psychological test in the form of self-report inventories will be administered on the students individually or in the group situation in their classes according to the availability of the students.

TOOLS: The following tools were used for collecting data for the study: Sr. No.	Tool used	Variable
1	Emotional maturity scale by Dr Yashvir Singh And Dr Mahesh Bharagava	Emotional maturity
2	Agnohotri's Self-Confidence Inventory(ASCI) by Dr.Rekha Gupta(1987)	Self confidence
3	Achievement scores of the students were taken from their Xth class annual results.	Academic achievement

### *Data Collection*

After the selection of tools, the investigator visited the selected schools of Jodhpur district. To ensure quick and complete return of questionnaire, they were personally given to the selected sample of students. Before giving the questionnaires, proper rapport was established with the subjects. Then the purpose of the questionnaires was explained to them. The students were told that these tests had nothing to do with their achievement in final examination. It was made clear to them that their results will be kept confidential and will be used for research purpose only. The data was collected by administering the tests in groups in two sessions. After collection of data in this way, the work of scoring was done strictly according to the instruction given in the respective manuals of the various tools. The data so collected was subjected to statistical processing and results were obtained

### *Statistical Techniques Used*

In this study various statistical measures such as Mean, SD and t-test are used

## RESULT AND DISCUSSION

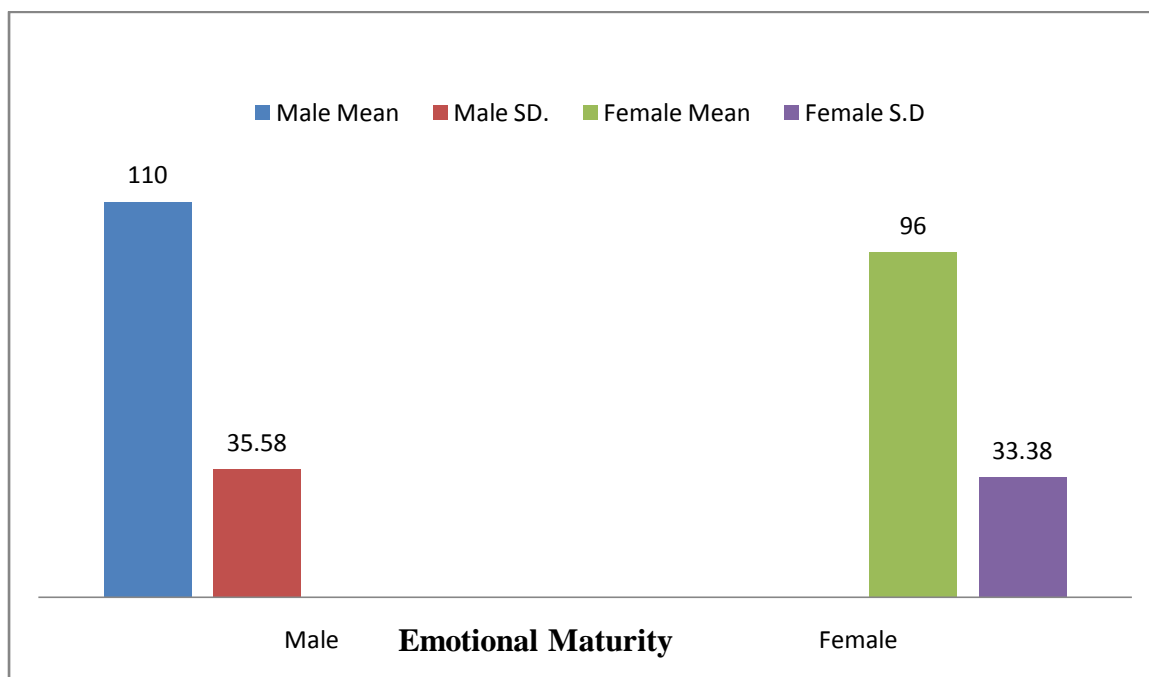
Collected data through above mentioned inventories were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

**Hypothesis 1:** There exists no significant difference between male and female adolescents on emotional maturity.

**Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

**Table 1: Mean, Standard deviation and t-value of 100 male and 100 female adolescents on Emotional Maturity.**

Variable	Group	N	Mean	S.D.	t-value	Remarks
Emotional Maturity	Male	100	110	35.58	2.869	Significant
	Female	100	96	33.38		



It is found that the mean scores of both male and female adolescents are 110 and 96 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 2.86. This was found to be significant difference. Hence hypothesis 1 is rejected. This means that there is a difference of male and female adolescents of their level of emotional maturity.

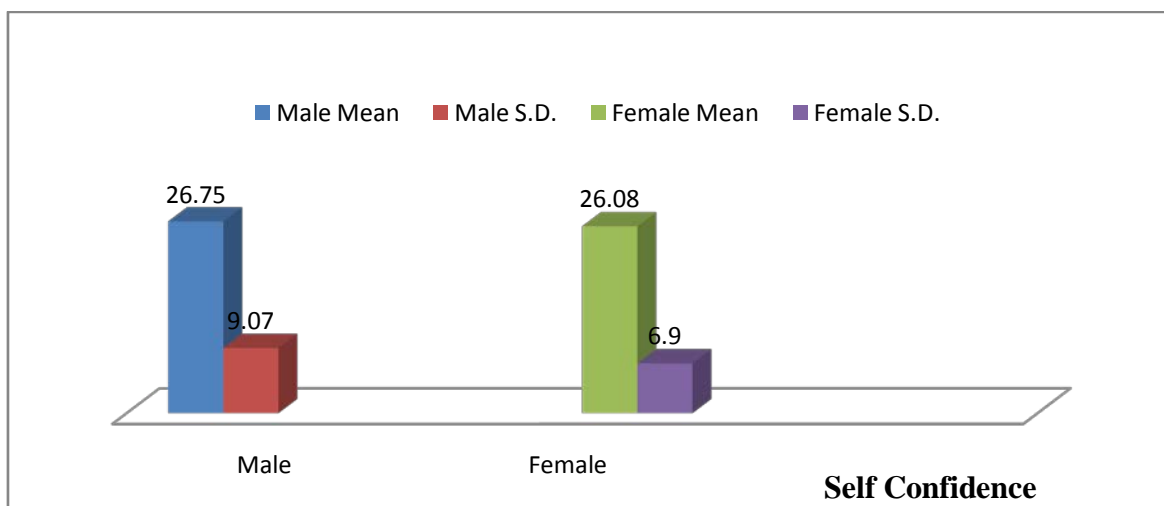
**Hypothesis 2:** There exists no significant difference between male and female adolescents on self- confidence.

**Table 2: Mean, Standard deviation and t-value of 100 male and female adolescents on self-confidence.**

Variable	Group	N	Mean	S.D.	t-value	Remarks
Self Confidence	Male	100	26.75	9.07	0.587	Not Significant
	Female	100	26.08	6.90		



## Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background

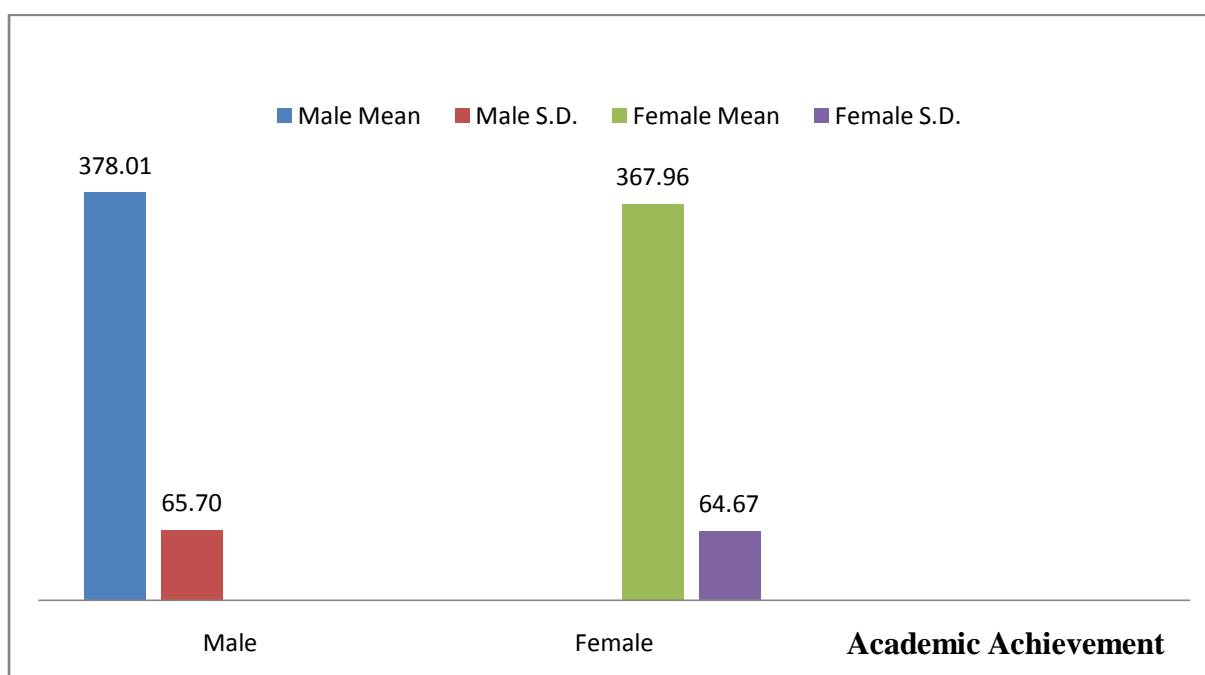


It is found that the mean scores of both male and female are 35.58 and 33.38 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 0.58 which is not significant at 0.05 level of significance. Hence hypothesis 2 is accepted. This means that there is not difference of male and female adolescents on their level of self-confidence.

**Hypothesis 3:** There exists no significant difference between male and female adolescents on academic achievement.

**Table 3: Mean, Standard deviation and t-value of 100 male and 100 female students adolescents on Academic Achievement.**

Variable	Group	N	Mean	S.D.	t-value	Remarks
Academic Achievement	Male	100	378.01	65.70	1.090	Significant
	Female	100	367.96	64.67		



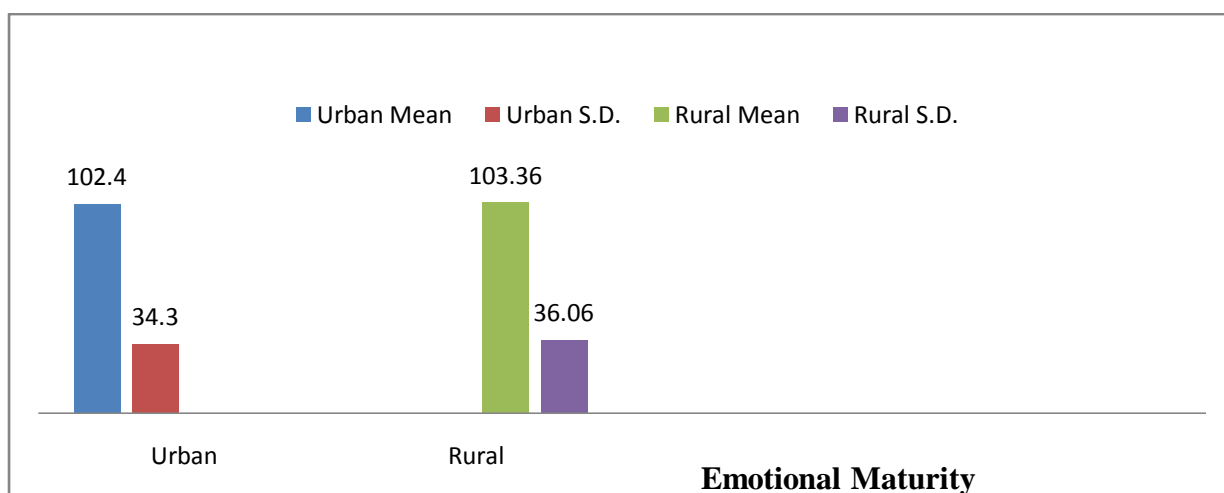
## Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background

It is found that the mean scores of male and female adolescents are 378.01 and 367.96 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 1.090 which is significant at 0.05 level of significance. Hence hypothesis 7 is rejected. This means that there is difference of male and female on their level of academic achievement.

**Hypothesis 4:** There exists no significant difference between urban and rural adolescent on emotional maturity.

**Table 4:** Mean, Standard deviation and t-value of rural and urban adolescents on emotional maturity.

Variable	Group	N	Mean	S.D.	t-value	Remarks
Emotional Maturity	Urban	100	102.4	34.30	0.241	Not Significant
	Rural	100	103.6	36.06		



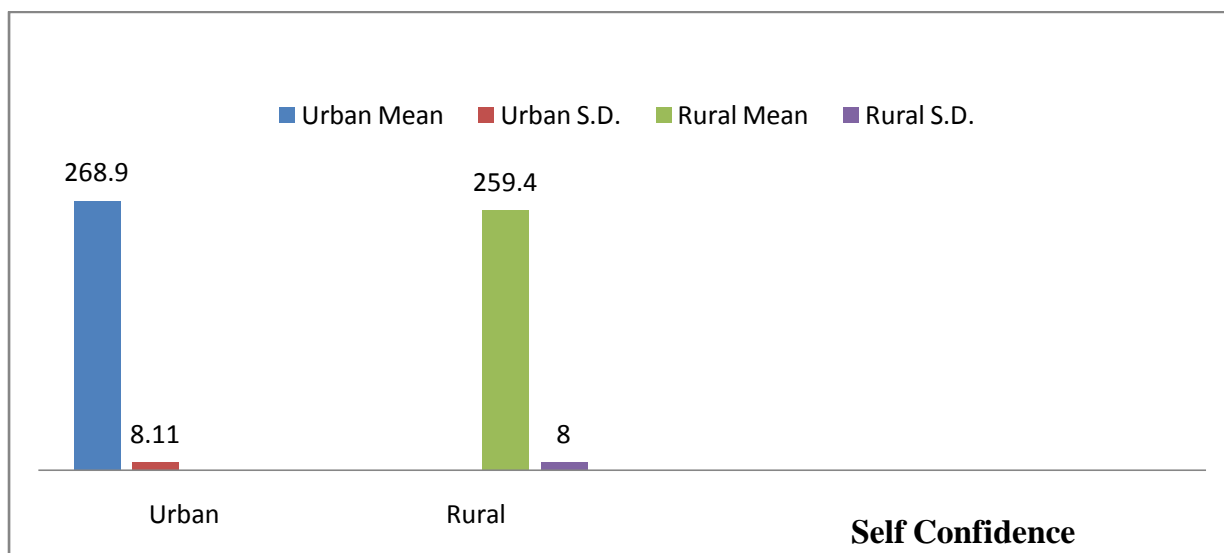
It is found that the mean scores of urban and rural adolescents are 102.4 and 103.6 respectively. When the t-test was applied was to compare the mean scores of both the groups, it was found that the calculated t-value 0.241 which is not significant at 0.05 level of significance. Hence hypothesis 4 is accepted. This means there is no difference between urban and rural adolescents on their level of emotional maturity.

**Hypothesis 5:** There exists no significant difference between urban and rural adolescents on self confidence.

**Table 5:** Mean, Standard deviation and t-value of urban/rural 100 male and urban/rural 100 female students adolescents on self confidence.

Variable	Group	N	Mean	S.D.	t-value	Remarks
Self Confidence	Urban	100	268.9	8.11	8.339	Highly Significant
	Rural	100	259.4	8.00		

**Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

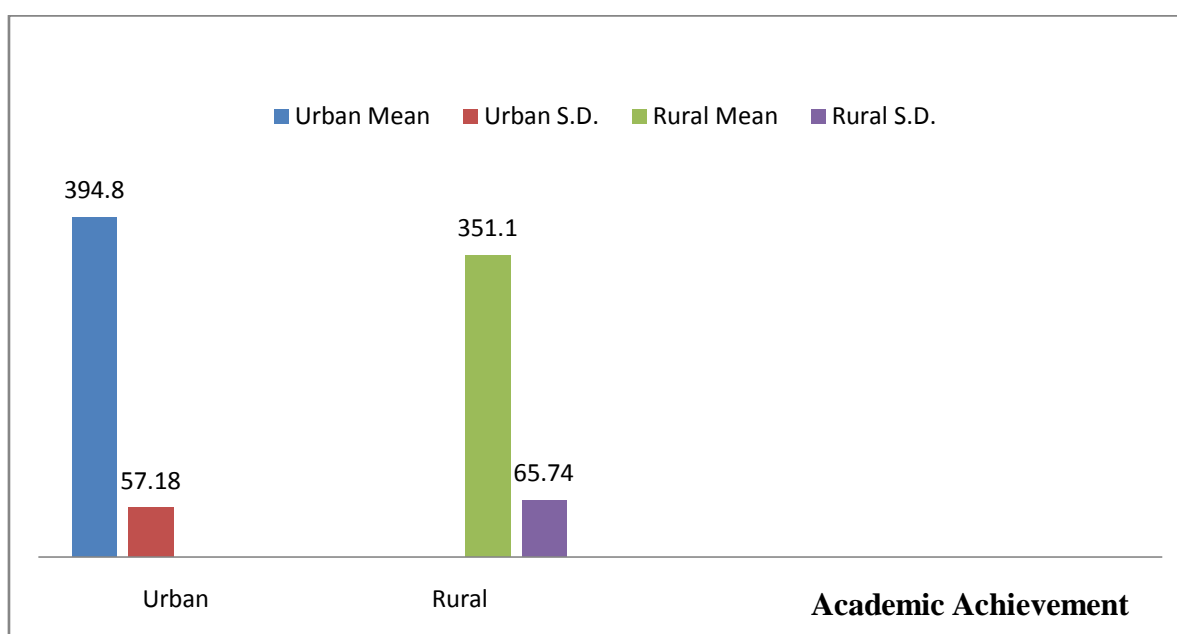


It is found that the mean scores of urban and rural adolescents are 268.9 and 259.4 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 8.339 which is highly significant at 0.05 level of significance. Hence hypothesis 5 is rejected. This means that there is great difference of urban and rural adolescents on their level of self confidence.

**Hypothesis 6:** There exists no significant difference between urban and rural adolescents on academic achievement.

**Table 6:** Mean, Standard deviation and t-value of urban and rural adolescents on academic achievement.

Variable	Group	N	Mean	S.D.	t-value	Remarks
Academic Achievement	Urban	100	394.86	65.74	5.020	Significant
	Rural	100	351.11	57.18		



## **Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background**

It is found that the mean scores of urban and rural adolescents are 394.86 and 351.11 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 5.020 which is significant at 0.05 level of significance. Hence hypothesis 6 is rejected. This means that there is difference of urban and rural adolescents on their level of academic achievement.

### ***Major Findings of study***

1. There is significant difference between the male and female adolescents on emotional maturity.
2. There is no significant difference between the male and female adolescents on self-confidence.
3. There is significant difference between the male and female adolescents on Academic achievement.
4. There is no significant difference between the urban and rural adolescents on emotional maturity.
5. There is significant difference between the urban and rural adolescents on self confidence.
6. There is significant difference between the urban and rural adolescents on academic achievement.

## **CONCLUSION**

The study showed that the male adolescents are different on emotional maturity as compared to female .The male and female adolescents show similarity on self-confidence. The male adolescents show better academic achievement compared to female adolescents. The urban and rural adolescents shows similarity on emotional maturity but there is difference in self confidence, the rural adolescents showing higher self confidence. On the academic achievement front the urban adolescents stand better than rural adolescents. The development of any country requires integrated personality of young generation. Based on the finding discussions, it could be concluded that we must develop positive attitude, emotional stability and self-confidence among adolescents and aspire them for good academic achievement. In the context of liberalization, privatization and globalization of education, a healthy, productive, creative and innovative education is the need of the hour. The education system relies on the future teachers. Teacher's education is believed to be the only hope to make the society better. Teachers are the persons who could to hold the mould the students as good citizen and make them emotionally matured and self-confident to hold the responsibility on their shoulders for developing their nation. The young generation should be emotionally stable and self-confident to excel in their academic performance and enhance life skills to face the problem in future. Moreover, it is responsibility of the teachers and the school administrators to create a better learning environment that arouses students' curiosity to achieve higher goals and they should ensure transfer of emotional intelligence into academic performance, critical and creative thinking.

## Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background

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