IMPACT OF EMOTIONAL MATURITY AND SELF CONFIDENCE ON ACADEMIC ADJUSTMENT AMONG HIGH SCHOOL STUDENTS

Psychology

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ABSTRACT

An attempt was made in the present investigation to study the impact of emotional maturity and self confidence on academic adjustment among high school students. Sample of the present study consists of 120 high school students in Rayalaseema region of Andhra Pradesh State. The Emotional Maturity scale by Yashveer Singh and Mahesh Bargav (1990), self confidence inventory by George developed by Basavanna (1975) and Rao's Academic Adjustment Inventory (1963) were administered. Results reveal significant impact of emotional maturity and self confidence on academic adjustment among high school students.

KEYWORDS

Introduction

Emotional Maturity

The concept of "Mature" emotional behaviour at any level reflects the fruit of normal emotional development. He has belief in long term reflects the fruit of normal emotional development. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally nature child has the capacity to make effective adjustment with himself, members of the family, his pears in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability of enjoys them fully. Therefore, the emotionally mature is not one who necessarily and hostility but it is continuously in process of seeing himself in clear perspective, continually involved in a struggle to gain health integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego.

Emotional play a vital roles in human life. These are present in every activity of human beings. They are the prime mature or motivating forces of thought and conduct. Emotions give zest and spice to life and add important qualities to personality. No individual can personally and socially well adjusted without being emotionally mature. Emotional maturity is an essential ingredient of an educated, cultured and successful person.

Maturity as defined by Finley (1996) is "the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner". Havighurst (1950) has emphasized the importance of attainment of social and emotional maturity by adolescence through his proposed major developmental tasks for adolescence viz., achieving new and more mature relationships with age mates of both sexes, achieving a masculine or feminine social role, achieving emotional independence from parents and adults, preparing for an economic career, and desiring and achieving socially responsible behavior. According to Menninger (1999), emotional maturity includes the ability to deal constructively with reality. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally. Raj (1996) defines social maturity as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. Social maturity is a term commonly used in two ways like with reference to the behavior that conforms to the standards and expectation of the adults and secondly, with reference to the behavior that is appropriate to the age of the individual under observation. Thus, social maturation permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behavior.

Lakshmi and Krishnamurthy (2011) investigated that has been undertaken in order to study the Emotional Maturity of Higher Secondary Students in Coimbatore District. By using the purposive random sampling technique 220 Higher Secondary Students were selected from various schools in Coimbatore District and utilized as subjects of this study. Normative survey method was used. This study is intended to find out the levels of Emotional Maturity of Higher Secondary Students and if there is any significant difference between the selected pairs of sub-samples. Emotional Maturity scale was used to collect the data. The study revealed that the majority of higher secondary students in Coimbatore District are in Emotionally Unstable condition. There exists significant difference between all the sub-samples except the age group of higher secondary students.

Mahmoudi (2012) compared the study on Emotional maturity and adjustment level of college students. The study was conducted to see the adjustment level of the post graduate Students of Yasouj city. Emotional maturity was measured by Singh's emotional maturity Scale (EMS). While asthenia's adjustment inventory was used to measure the adjustment Level of the students. For this study a sample of 160 female students of age range 18-22 years Studying in post graduate closes were selected from different colleges of Yasouj city. High Positive correlation was obtained between emotional maturity and overall adjustment. The result showed that in the emotional maturity scale the mean score of the female students were found to be significantly correlated with the mean acre obtained by the students on the adjustment inventory.

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. 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 to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment.

Academic adjustment

The term adjustment refers to a continual process by which a person

varies his behavior to produce a more harmonious relationship between himself and the environment. The term adjustment in very strict sense denotes the results of equilibrium, which may be affected by either accommodation or adaptation. How the individual gets along or survives in his or her physical or social environment depends on adjustment. As the conditions in the environment changes constantly, every individual needs to modify or accommodate oneself with the environment. Thus adjustment is the maintenance of a harmonious relationship between man and the environment and the persons who comprise his physical or social environment, (Crow & Crow, 1956).

Adjustment plays a vital role in the development of the child. Trow (1956) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance". As far as the academic achievement is concerned, multiple factors influence it. How the child adapts to the varying conditions of home, school, emotions, financial matters and the changing social conditions may create an impact on one's academic achievement.

Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment. It is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along Intellectual, emotional, social, physical, and vocational dimensions. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of every day.

Raju and Rahamtulla (2007) found that adjustment of school children primarily depends on the school variables like the class in which they study, medium of instruction and type of management of the school. Parental education and occupation of the school children were also found to influence the adjustment of students.

Objectives
1. To assess the impact of emotional maturity and Self Confidence on academic adjustment among high school students

Hypotheses
1. There would be significant impact of Emotional Maturity on academic adjustment among high school students.
2. There would be significant impact of Self Confidence on academic adjustment among high school students.
3. There would be significant interaction effect between Emotional Maturity and Self Confidence on academic adjustment among high school students.

Sample
The subjects were in the age group of 14-16 years. Using purposive sampling method, 600 high school students were administered Emotional Maturity and Self Confidence and academic adjustment scales. Based on scores obtained by the subjects on Emotional Maturity and Self Confidence, they were divided into two different groups namely High and Low, using the norms provided in the manuals. A final sample of 120 students was selected in such a way that they fit into a 2X2 factorial design with a sample of 30 in each cell.

Tools
1. Emotional Maturity: Emotional Maturity scale by Yashveer Singh and Mahesh Bargav (1990).
2. Self confidence: Self Confidence Inventory developed by Basavanna (1975).
3. Academic Adjustment: Academic Adjustment Inventory developed by Rao's (1963).

Variables studied
Independent Variables
1. Emotional Maturity
2. Self Confidence

Dependent Variable
1. Academic Adjustment
Statistical Analysis
The obtained date was analyzed statistically in order to test the hypotheses using Means, SD's, and Analysis of Variance (ANOVA).

Results and Discussion
Table-I. Means and SDs for scores on Academic Adjustment among high school students.

Emotional Maturity		Self Confidence	
		Low	High
Low	Mean	**238.60**	244.63
	SD	33.65	32.45
High	Mean	241.70	**246.35**
	SD	35.06	36.12

Grand Mean

Low Emotional Maturity= (M: 241.61) Low Self Confidence = (M: 240.15)
High Emotional Maturity = (M: 244.02) Low Self Confidence = (M: 245.49)

Table-I shows that students with high emotional maturity and high self confidence have obtained highest mean score (M=246.35) indicating their good academic adjustment, whereas students with low emotional maturity and low self confidence have obtained lowest mean score (M =238.60) indicating their poor academic adjustment.

In terms of comparisons, Students with high emotional maturity (M=244.02) are good academic adjustment than the students with low emotional maturity (M=241.61). Students with high self confidence (M=245.49) are good academic adjustment than students with low self confidence (M=240.15).

As there are differences between the groups with regard to the academic adjustment of high school students, the data were further subjected to Analysis of Variance to find out whether the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on academic adjustment among high school students.

Source of Variance	Sum of Squares	df	MSS	'F'
Emotional Maturity	398.413	1	398.413	7.88**
Self Confidence	264.295	1	264.295	5.23**
Emotional Maturity X Self Confidence	305.361	1	305.361	6.04**
Within	5144.953	116	50.504	--
Corrected Total	6113.022	119	--	--

Significant at 0.01 level
Hypothesis-1. There would be significant impact of emotional maturity on Academic Adjustment among high school students.
It is evident from table-II that the obtained "F' value of 7.88 is significant at 0.01 level implying that emotional maturity has significant impact on Academic Adjustment among high school students. As the 'F' value is significant, the hypothesis-1, which stated that emotional maturity would significantly impact the Academic Adjustment among high school students, is accepted as warranted by the results. Students with high emotional maturity (M=244.02) are good academic adjustment than the students with low emotional maturity (M=241.61).

Hypothesis-2. There would be significant impact of self confidence on Academic Adjustment among high school students.
It is evident from table-II that the obtained "F' value of 5.23 is significant at 0.01 level implying that self confidence has significant impact on Academic Adjustment among high school students. As the 'F' value is significant, the hypothesis-2, which stated that self confidence would significantly impact the Academic Adjustment among high school students, is accepted as warranted by the results. Students with high self confidence (M=245.49) are good academic adjustment than students with low self confidence (M=240.15).

Hypothesis-3. There would be significant interaction effect between emotional maturity and self confidence on Academic Adjustment among high school students.
It is evident from the table-II that there is significant interaction between emotional maturity X Self confidence (AXB), 6.04 in causing

the effect on Academic Adjustment among high school students. This indicates that there is significant interaction between emotional maturity and self confidence in causing the effect on Academic Adjustment. Hence, hypothesis-3 which stated significant interaction effect between emotional maturity and self confidence on Academic Adjustment among high school students is accepted.

Conclusions

1. There is significant impact of emotional maturity on Academic Adjustment among high school students.
2. There is significant impact of self confidence on Academic Adjustment among high school students.
3. There is significant interaction effect between emotional maturity and self confidence on Academic Adjustment among high school students.

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