

A Comparative Account of Academic Achievement and Emotional Maturity among Secondary School Students of Rural and Urban area

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Abstract:

The present study has been conducted to study the relationship between Academic achievement and Emotional maturity among secondary school students of Rural and Urban areas. A sample of 100 secondary school students from Burdwan district (in India) was selected. Emotional maturity Scale was employed to collect the necessary data which was analyzed using Mean, S.D., t-test and correlation. The findings of the study revealed that emotional maturity and academic achievement of students of rural and urban areas do not differ significantly. The study also revealed that negligible relationship exists between academic achievement and emotional maturity of secondary school students of rural area. The findings also showed that there was significant relationship between emotional maturity and academic achievement for the urban students and for the total sample.

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Key words: Academic Achievement, Emotional Maturity, Secondary education, Rural and Urban area

Introduction

Secondary education is a gateway to the opportunities and benefits of economic and social development. Quality secondary education is indispensable in creating a bright future for individuals and nations alike. Secondary education marks the first turning point in the academic life of the individual. At this stage the children are equipped with skills and information necessary to manipulate in the next higher stage of education.

Academic achievement is of great importance for students. It is affected by two major factors: subjective factors or individual factors and objective factors or environmental factors. Emotional maturity is the characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well- balanced emotional behavior in his day-to-day life. A person may said to be emotionally matures if he has in his possession almost all types of emotions- positive or negative and is able to express them at the appropriate time in an appropriate degree. According to Jersild (1963), emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others. Emotional maturity is a state of balanced feeling and self-control.

Sabapthy, T. (1986) examined the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular. Gakhar S. C. (2003) studied that

there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools.

People in a rural area are much more geographically isolated from one another, than in urban areas. The environment is the key, with the resources available to the community greatly contrasted between rural and urban environments. Socio-Economic Status is also different in rural and urban areas. The cost of living is significantly different from rural to urban, where the allowance for urban consumption is higher than expected in rural areas. This may affect development of adolescents, either positively effecting or negatively effecting emotional maturity.

Objectives of the Study

The following were the objectives of the study-

- To find out the Academic achievement of secondary school students of rural areas.
- To find out the Academic achievement of secondary school students of urban areas.
- To find out the Emotional maturity of secondary school students of rural area.
- To find out the Emotional maturity of secondary school students of urban area.
- To find out the relationship between Academic achievement and Emotional maturity among secondary school students of rural areas.
- To find out the relationship between Academic achievement and Emotional maturity among secondary school students of urban areas.

- To compare the Academic achievement and Emotional maturity between students of rural and urban areas.

Method

Survey method has been followed. The present study is based on correlation method where the dependent variable is academic achievement and the independent variable is emotional maturity. Emotional Maturity Scale was administered to sample students in the formal atmosphere of the schools. Before the administration, the important instructions regarding how to answer the questions were read out loudly and clearly by the investigator. To find out the relationship between emotional maturity and academic achievement of secondary school students, the statistical technique, Pearson's product Moment Coefficient of correlation (r) was used. Percentage analysis was used to categorize the secondary school students on the basis of their scores. Test of significance of mean difference of variables between groups was employed to compare emotional maturity and academic achievement of secondary school students of rural and urban area for total sample and relevant sub samples.

Sample

The present study was conducted on a representative sample of 100 secondary school students (class XI) of Burdwan district affiliated to West Bengal Board of Secondary Education. Out of which 50 students (25 boys, 25 girls) were from rural and 50 students (25 boys, 25 girls) were from urban areas. The sample was drawn using stratified random sampling technique.

Tools Used

To measure emotional maturity, Emotional Maturity Scale (Singh & Bhargava, 1991) was used. This scale has 48 questions related to the following five categories: Emotional Stability, Emotional Progression, Social Maladjustment, Personality Integration and Independence. The test-retest reliability of the scale has been estimated at 0.75 and the scale was validated against external criteria of the adjustment inventory for college students by Sinha and Singh.

The percentage of marks obtained in the Madhyamik Pariksha was taken as the criterion of academic achievement.

Results and Discussion

Table 1: Level of Academic achievement of secondary school students of rural and urban areas

Group	High achievement (>70%)		Average achievement (40%-60%)		Below-average achievement (<40%)	
	No	%	No	%	No	%
Total sample (N= 100)	30	30	70	70	0	0
Students of rural area (N=50)	8	16	42	84	0	0
Students of urban area (N= 50)	22	44	28	56	0	0

The above table showed that 44% of the students of urban area had high academic achievement (>70%), 56% had average academic achievement and no one had below-average achievement. 16% of the students of rural area had high academic achievement, 84% had average academic achievement and no one had below-average achievement. For the total sample, 30% had high academic achievement (>70%), 70% had average academic achievement and no one had below-average

achievement. So it is clear that greater number of students of urban area had high achievement than students of rural area. Number of students who had average achievement were greater for the students of rural area. Majority number of students (70%) had average achievement for the total sample. It was significant that no one had below-average achievement for both rural and urban area.

Table 2: Emotional maturity of secondary school students of rural and urban areas

Group	Extremely mature		Moderately mature		Immature		Extremely immature	
	No	%	No	%	No	%	No	%
Total sample (N=100)	25	25	18	18	20	20	37	37
Students of rural area (N=50)	19	38	5	10	4	8	22	44
Students of urban area (N=50)	6	12	13	26	16	32	15	30

The table showed that 12% of the students of urban area were extremely mature on their emotions, 26% were moderately matured in their emotions, 32% students showed immaturity and 30% students were extremely immature in their emotions. The table also revealed that 38% of the students of rural area were extremely matured on their emotions, 10% showed moderate maturity on their emotions and 8% students were emotionally immature and 44% of the students of rural area showed extreme immaturity on their emotions. The above table also depicted that the students of rural area were more extremely emotionally matured than the students of urban area.

Table 3: Data and result of t-test for the variable of Academic achievement

Sl No	Variable	Group	Mean	S.D	df	t-ratio	Level of Significance
1	Academic achievement	Boys (N= 50)	66.78	13.51	98	0.004	Not Significant
		Girls(N= 50)	59.65	10.63			
2	Academic achievement	Rural(N= 50)	58.72	10.56	98	0.0003	Not Significant
		Urban(N= 50)	67.71	12.98			

It was evident from the above table that the male students of and female students did not differ significantly so far as their academic achievement was concerned. Table showed the higher mean score of male students than that of female students. This difference was not significant. Also, it was clear that academic achievement of rural and urban students did not differ significantly.

Table 4: Data and result of t-test for the variable of Emotional maturity

Sl No	Variable	Group	Mean	S.D	df	t-ratio	Level of Significance
1	Emotional maturity	Boys(N= 50)	96.32	27.74	98	0.023	Not Significant
		Girls(N= 50)	110.7	34.25			
2	Emotional maturity	Rural(N= 50)	109.28	41.34	98	0.07	Not Significant
		Urban(N=50)	97.74	16.48			

In case of emotional maturity, male and female students did not differ significantly. On the other hand, the emotional maturity of the students of rural and urban area also did not differ significantly.

Table 5: Showing the Relationship between Emotional Maturity and Academic Achievement for the Total Sample and sub- samples

Variables	Group					
	Students of Rural Area (N= 50)		Students of Urban Area (N= 50)		Total sample (N=100)	
	Product Moment Correlation Coefficient (r)	Level of Significance	Product Moment Correlation Coefficient (r)	Level of Significance	Product Moment Correlation Coefficient (r)	Level of Significance
Emotional Maturity of SRA (Independent Variable)	-0.019	Not Significant	-0.328	Significant at 0.05 level	-0.16	Significant at 0.05 level
Academic Achievement of SUA (Dependent Variable)						

SRA=Students of Rural Area, SUA=Students of Urban Area

The above table showed that there was negligible relationship between emotional maturity and academic achievement for the students of rural area. But, there exist significant relationship between these two variables for the students of urban area and for the total sample. Here the negative value means that higher the score of emotional maturity (implying lower maturity level) lower the academic achievement.

Conclusion

From the above research work and from the discussion it was found that academic achievement of the students from urban area and of the students from rural area did not differ significantly. Though, more number of urban students had high academic achievement than that of the rural students. This is a significant issue. There are many scopes left to investigate further on this regards. On the other hand, in case of emotional

maturity, rural students and urban students did not differ significantly. This finding is also an interesting picture. Generally it is expected that students from urban area are more emotionally mature than students from rural area. It was also found that there was no significant difference in academic achievement and emotional maturity between male and female students.

In terms of relationship, it was revealed from the study that academic achievement and emotional maturity of the students of rural area was negligibly correlated whereas these two variables were significantly related in case of the students of urban area. This imply that higher the emotional maturity of a student higher the academic achievement. There was also significant relationship between academic achievement and emotional maturity for the total sample. So it can be concluded that there exist certain relationship between emotional maturity and academic achievement. So care should be taken to improve emotional maturity of a student for his better academic achievement.

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