EMOTIONAL MATURITY, SELF CONFIDENCE AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR GENDER AND URBAN-RURAL BACKGROUND

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Abstract: In the light of the observations, analysis and interpretations of the data, the following recommendations are put forward for the betterment of young adolescents. To make them emotionally mature and self confident, they should be provided facilities of guidance and counseling with the help of counselors. They should be given more opportunities for better career enhancement. Reward for better work to students and congenial climate for academic betterment should be timely provided. The curriculum could be revamped and updated. Modern educational gadgets could be employed in teaching to enhance their academic performance. It will go a long way in updating the knowledge of the students and prepare them to face the future challenges with confidence and courage. Suitable and positive climate should be provided to the students which can further enhance their achievement. Co-curricular activities should be introduced to the adolescents that can lead them to become more self confident and mature person. Administrators in the field of education must ensure the congenial school environment for the students which motivate them to achieve their academic goals. Incentives and scholarships should be given to needy students. To develop better understanding among student and teachers, PTA meetings should be conducted frequently. Continuous evaluation by conducting demonstration, provision for smart class (facilities of educational gadgets in the classrooms), quiz programmes and English language laboratories could be carried out for better achievement of the student.

1. INTRODUCTION

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. Although adolescent period of child’s life is of great importance. Adolescence is one of the important periods of life. It 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 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 management of emotions. Researchers have 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 hold 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, terrors, 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 an 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 behavior 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. 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. 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 analyze ‘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 a 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.

**SIGNIFICANCE:** The result of present study will provide a base which may help in strengthening or improving the achievement of the adolescents. The findings will also act as a linkage of emotional maturity and self confidence which in turn imparts a significant role in the development and achievements of adolescents. This study correlates the emotional maturity with self confidence which may lead to greater achievements for prosperous and bright future of secondary school students. It will also give information to create favorable environment for greater development which may also help in the development of child educational programme. After review of literature and researches done earlier related to this proposed study the investigator found that the number of researches specially on the study of emotional maturity, self confidence and academic achievement of adolescents are very less. Therefore the researcher undertook of this study of emotional maturity, self confidence and academic achievement of adolescents in relation to their gender and urban- rural background.

### II. 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. 

### III. 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.
DELIMITATIONS: The present study being exploratory in nature has following delimitations:

i. The geographical area of the study was delimited to the senior secondary schools of Chandigarh city.

ii. Adolescents have been selected on stratified random bases.

iii. Sample for the study was delimited to adolescents of class XIth in the age range of 16 and above.

iv. The present study is delimited to five variables only.

SAMPLE: In the present study 200 Senior Secondary school students studying in Govt. Model Senior Secondary Schools and Govt. Senior Secondary Schools situated in the city of Chandigarh formed the sample. For sample selection stratified random sampling technique was used. A list of Govt. Sr. Sec.Schools was obtained from Chandigarh Education Department, Chandigarh. Out of list, schools were picked up randomly, following the lottery technique. As soon as the investigator reached the school, all the students of 11th class were got assembled and list of all such students who were found present, was prepared. Out of the list so prepared, twenty-five male and twenty-five female were picked up randomly. Similar method was adopted with other schools of city. Thus a sample of 200 students was taken into consideration.

TOOLS: The following tools were used for collecting data for the study:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Tool used</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Agnihotri's Self-Confidence Inventory(ASCI) by Dr.Rekha Agnihotry(1987)</td>
<td>Self confidence</td>
</tr>
<tr>
<td>3</td>
<td>Achievement scores of the students were taken from their Xth class annual results.</td>
<td>Academic achievement</td>
</tr>
</tbody>
</table>

DATA COLLECTION: After the selection of tools, the investigator visited the selected schools of Chandigarh city. 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: Mean: A measure of central tendency representing the average of a data set.

\[ \bar{X} = \frac{\Sigma X}{N} \]

where \( \Sigma X \) - Total of scores

\( N \) - No. of sample/students

Standard Deviation: The extent to which data depart from mean symbolized as by \( \sigma \)

\[ \text{S.D.} \text{ or } \sigma = \sqrt{\frac{\Sigma X^2 - (\Sigma X)^2}{N}} \]

where \( \Sigma X^2 \) - Sum total of square of the scores

\( \Sigma X \) - Total of scores

\( N \) - No. of sample/students

\( \text{SED} = \sqrt{\frac{\sigma_1^2 + \sigma_2^2}{N_1 + N_2}} \)

where \( \sigma_1 \) = Standard deviation of the first sample

\( \sigma_2 \) = Standard deviation of the second sample

\( N_1 \) = Number of students in first sample

\( N_2 \) = Number of students in second sample

‘t’ test

\[ t = \frac{M_1 - M_2}{\text{SED}} \]

Where \( M_1 \) = Mean of first sample

\( M_2 \) = Mean of second sample

\( \text{SED} \) = Standard error difference

IV. ANALYSIS AND INTERPRETATION OF DATA

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved by logical organization of data and use of relevant statistical.
techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

**Objective (i):** To study and compare the emotional maturity of male and female adolescents.

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

Table 1(A) Showing the Means, S.D.s., SED, ‘t’ Value and Level of Significance of 100 male and 100 female adolescents on Emotional Maturity.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male Mean</th>
<th>Male S.D.</th>
<th>Female Mean</th>
<th>Female S.D.</th>
<th>Standard Error Difference (SED)</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Maturity</td>
<td>131.28</td>
<td>16.730</td>
<td>136.02</td>
<td>15.000</td>
<td>2.247</td>
<td>2.110</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of significance

Figure 1: Showing Means, S.D.s. of Male and Female Adolescents on Emotional Maturity

**Interpretation:** Table 1(A) shows that mean scores of male adolescents for emotional maturity is 131.28 ± 16.73 and female adolescents is 136.02 ± 15.00. The calculated t-value is 2.11 which is significant at 0.05 level of significance. It indicates that there is significant difference between the male and female adolescents of their level of emotional maturity. Thus our hypothesis that, “There exists no significant difference between male and female adolescents on emotional maturity” is REJECTED at 0.05 level of significance.

Table 2 Showing the Means, S.D.s., SED,’t’ Value and Level of Significance of 100 male and 100 female adolescent on Self Confidence.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male Mean</th>
<th>Male S.D.</th>
<th>Female Mean</th>
<th>Female S.D.</th>
<th>Standard Error Difference (SED)</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Confidence</td>
<td>24.25</td>
<td>7.217</td>
<td>26.61</td>
<td>6.471</td>
<td>0.969</td>
<td>2.435</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of significance

Objective (ii): To study and compare the self confidence of male and female adolescents.

Hypothesis (ii): There exists no significant difference between male and female adolescents on self confidence.

Figure 2: Showing Means, S.D.s. of Male and Female Adolescents on Self Confidence
**Interpretation:** Table 2 shows that mean scores of male adolescents for Self confidence is 24.25 ± 7.21 and female adolescents is 26.61 ± 6.47. The calculated t-value is 2.43 which is significant at 0.05 level of significance. It indicates that there is significant difference between the male and female adolescents on their level of self confidence. Thus our hypothesis that, “There exists no significant difference between male and female adolescents on self confidence” is REJECTED at 0.05 level of significance.

**Objective (iii): To study and compare the academic achievement of male and female adolescents.**

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

Table 3 Showing the Means, S.Ds., SED,’t’ Value and Level of Significance of 100 male and 100 female adolescent on Academic Achievement.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male</th>
<th>Female</th>
<th>Standard Error Difference (SED)</th>
<th>‘t’ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>53.21 ± 9.420</td>
<td>56.19 ± 9.000</td>
<td>1.303</td>
<td>2.287</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of significance

**Figure 4: Showing Means, S.Ds. of Male and Female Adolescents on Academic Achievement**

**Interpretation:** Table 3 shows that the mean scores of male adolescents for Academic achievement is 53.21 ± 9.42 and female adolescents is 56.19 ± 9.00. The calculated t-value is 2.28 which is significant at 0.05 level of significance. It indicates that there is significant difference between the male and female adolescents on their level of Academic achievement. Thus our hypothesis that, “There exists no significant difference between male and female adolescents on academic achievement” is REJECTED at 0.05 level of significance.

**V. FINDINGS**

Major findings of the present study are as under:

- There is significant difference between the male and female adolescents on emotional maturity.
- There is significant difference between the male and female adolescents on self confidence.
- There is significant difference between the male and female adolescents on Academic achievement.

**VI. CONCLUSIONS**

From the above said findings we can conclude that the male adolescents are different on emotional maturity as compared to female adolescents. Female adolescents are higher on self confidence in comparison to male adolescents. The female adolescents show better academic achievement as compared to male adolescents. The urban and rural adolescents show 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 the rural adolescents. The development of any country requires integrated personality of young generation. Based on the finding and 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 education is believed to be the only hope to make the society better. Teachers are the persons who could develop and 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 confident to excel in their academic performance and enhance life skills to face the problems in future. Moreover, it is the 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.
REFERENCES


