

## **A Study of the Problems of Adolescents of Higher Secondary Course in Relation to Academic Achievement and Some Selected Psychological Variables**

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### **Abstract**

The present study explored the extent to which the Emotional Maturity and Parental Encouragement have the relation with academic achievement among higher secondary course students. The descriptive survey research method was used for the study. In the present study sample of 1000 adolescents ( 385 boys and 615 girls ) were taken by using propoanate stratified random sampling technique. An Emotional Maturity and a Parental Encouragement scales developed by the investigator on 2011 were used for data collection. Moreover for academic achievement Marks obtained in the 10<sup>th</sup> class of State board and Matriculation board for assessing the achievement of adolescents. The findings of the study revealed that: (i) there is a significant relationship between the emotional maturity and academic achievement of adolescent students; (ii) there is a significant relationship between the parental encouragement and academic achievement of adolescent students.

**KEYWORDS** : Academic Achievement, Adolescents, Emotional Maturity, Parental Encouragement, Relation, Higher Secondary Course

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### **Introduction**

Now-a-days the world is becoming more and more competitive. Quality of performance has become the key factor for individual progress especially in adolescent stage. Adolescence is the period of transition from childhood to adulthood. This period has flexibility, because of the individual differences. It is often described as the period of storms and stresses. This is the period from 16 to 18 or 19 years. It is characteristically an important period in the life span, a time of change, a problem age, a time when the individual searches or identifies, a dreaded age, a time of unrealisation and the threshold of adulthood. Adolescence is a period of physical, social, emotional and mental change and development. At present parents that wish their children climb the ladder of performance to as high in level as likely. This desire for high level of achievement puts a lot of pressure on teachers and students, and in general the system of education. Indeed, it appears as if the whole system of education revolves around the academic achievement of students, thought a variety of other outcomes are also expected from the system. Therefore, a lot of efforts of the schools are used for helping students to achieve better in scholastic endeavours. The significance of scholastic and academic achievement has hosted important questions for educational researchers. What causes are there which

promote achievement in students ? How far do the different causes contribute towards academic achievement ?

School achievement may be affected by different factors like study habits, adjustment, intelligence, creativity, mental health ,emotional maturity, attitudes of learners towards school, socio-economic status, self-concept, self-control, parental encouragement, teachers encouragement and different aspects of their personality etc. In our society academic achievement is considered as a key principle to judge one`s total capacities and potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process. As Crow and Crow,1969 defined academic achievement as the extent to which a learner is profiting from instructions in the given area of learning .i.e. achievement is reflected by the level to which skill and knowledge has been imparted to him. It is the knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both (Dictionary of education, Carton 1959).Dictionary of Psychology (Chaplin 1961) defines educational or academic achievement as specific level of proficiency in academic work evaluated by the teachers by standardized tests or by a combination of both. Academic achievement also indicates the knowledge attained and skill developed in the school subject, generally designated by test scores. Achievement is influenced by the intelligence, personality, opportunities, motivation, training and education. The other factors which influence the academic achievement of student are emotional maturity, adjustment, self-concept, parental encouragement, study habit, socio-economic status etc.

The most outstanding mark of emotional maturity according to Colemean (1944 ) ` is the ability to bear tension`. According to Allport ( 1961) emotional maturity is the ability to integrate multiple emotional perspectives to form flexible and differentiated representations of oneself, others and situations. According to Skinner (1962) emotional maturity indicates that condition when a man experiences his feelings for his well being and develops the ability to get pleasure out of the materials. According to Singh and Bharagava (1990 ) emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostile. But it is continually involved in a struggle to gain healthy integration of feeling, thinking and action. Person can be called emotionally mature if he is able to display emotions in appropriate degree with reasonable control such a person will express his emotions in a socially desirable way and he will guided more by his intellect then by his emotions.

Researchers have widely recognized that parents play a significant role in their children` education ( e.g., Carter &Wojtkiewicz,2000; Eccles, Jacobs,& Harold,1990; Muller,1998 ). Some researchers have suggested that parental influence on a child`s education exteds beyond the early years into adolescence(i.e.,(Dornbusch,Ritter,Liederman,Roberts,&Fraleigh,1987;Fieldman& Roseenthal,1991).Muller found that parental support contributed positively to adolescents` academic outcomes, such as better grades and higher mathematics test scores.

### **Emergence of the problem**

As the adolescence period of stress and strain and is affected by some internal and as well as external factors which also affects the academic achievement. Emotional

Maturity and Parental Encouragement of higher secondary students have always attracted the attention of educational psychologists all over the globe. Hence Emotional Maturity and Parental Encouragement are an important aspect in one's life especially adolescent stage. Moreover very less research has been done in this area. Therefore, to fill this vacuum the present investigator took an initiative to know the academic achievement of adolescents in relation their Emotional Maturity and Parental Encouragement. So the view of this research paper highlights the study of academic achievement of adolescent students in relation to their Emotional Maturity and Parental Encouragement.

### **Statement of the Problem**

**A Study of the Problems of Adolescents of Higher Secondary Course in relation to Academic Achievement and Some Selected Psychological Variables**

### **Delimitation**

The study was delimited to 11<sup>th</sup> class students of higher secondary schools in Thanjavur District in Tamil Nadu

### **Objectives**

1. To find out the relationship between Academic Achievement and Emotional Maturity of adolescent students.
2. To find out the relationship between Academic Achievement Parental Encouragement of adolescent students.
3. To study the difference in the Academic Achievement of boys and girls.
4. To study whether there is any association between the levels of Emotional Maturity and Academic Achievement.
5. To study whether there is any association between the levels of Parental Encouragement and Academic Achievement.

### **Hypotheses**

1. There is no relationship between Academic Achievement and Emotional Maturity of adolescent students.
2. There is no relationship between Academic Achievement and Parental Encouragement of adolescent students.
3. There is no significant difference in the academic achievement of boys and girls.
4. There is no association between the levels of Emotional Maturity and Academic Achievement.
5. There is no association between the levels of Parental Encouragement and Academic Achievement.

### **.Methodology**

Methodology makes the most important contribution towards the environment of any study. Descriptive survey method of research was employed by the investigator.

### **Sample**

In the present study sample of 1000 adolescents ( 385 boys and 615 girls ) were taken using propoanate stratified random sampling technique.

## Tools

Tools used were;

- (i) Emotional Maturity questionnaire by the investigator
- (ii) Parental Encouragement questionnaire by the investigator
- (iii) Marks obtained in the 10<sup>th</sup> class of state board and Matric board for assessing the achievement of adolescents.

## Statistical Analysis

The collected data were tabulated and analyzed using descriptive statistics namely mean, standard deviation, t-test, correlation and chi-square test to get results.

## ANALYSIS AND INTERPRETATION

**Table 1**

**Correlation of academic achievement and adjustment of adolescent students.**

Variables	N	Mean	SD	df	Correlation Co-efficient	P value	Inference
Emotional Maturity	1000	209.59	12.21	998	0.333	0.000**	Significant at 0.01 level
Academic Achievement	1000	67.12	12.44				

From table 1, the coefficient of correlation between Emotional Maturity and Academic Achievement is 0.333 which is significant at 0.01 level of significance which means that the success of adolescent students depend upon some amount of emotional maturity. This result is consistent with the findings of Arya (1984), Mantral, Bheema (1998) and Deenan (2011) which reveals that there is positive correlation between academic achievement and adjustment of adolescent students.

**Table 2**

**Correlation of academic achievement and parental encouragement of adolescent students.**

Variables	N	Mean	SD	df	Correlation Co-efficient	P value	Inference
Parental encouragement	1000	128.53	8.46	998	0.216	0.000**	Significant at 0.01 level
Academic Achievement	1000	67.12	12.44				

From table 2, the coefficient of correlation between Parental Encouragement and Academic Achievement is 0.216 which is significant at 0.01 level of significance which means that the success of adolescent students depend upon some amount of Parental Encouragement. This result is consistent with the findings of Arora Reeta (1998), Indra (1991), Aggarwal (1997) Davi and Mayuri (2003) Ramesh Rani (2004), Murphy (2009) Jasraj Kour (2013) which reveals that there is positive correlation between Academic Achievement and Parental Encouragement of adolescent students.

**Table 3**  
**Comparison of boys and girls on academic achievement.**

Sex	N	Mean	SD	df	t - value	P value	Inference
Boys	385	65.02	12.74	998	4.22	0.000**	Significant at 0.01 level
Girls	615	68.41	12.08				

From table 3, the t – value comes out to be 4.22 which clearly show that there is a significant difference between boys and girls in respect to their academic achievement. Here girls are getting a little bit higher than the boys in respect to their academic achievement. This result is consistent with the findings of Misra ( 1984 ), Thilagavathi (1995) and Shanmuganathan( 2006 ) which reveals that there is a significant difference between boys and girls of adolescent students.

**Table 4**  
**Chi-square test for association between level of emotional maturity and academic achievement.**

Level of Emotional Maturity	Level of Academic Achievement			Total	Chi-square Value	P value
	Low	Average	High			
Low	101 (48.1) [40.4]	87 (41.4) [17.6]	22 (10.5) [8.6]	210	87.919	0.000**
Average	114 (21.0) [45.6]	275 (50.6) [55.6]	155 (28.5) [60.8]	544		
High	35 (14.2) [14.0]	133 (54.1) [26.9]	78 (31.7) [30.6]	246		
Total	250	495	255	1000		

Note: 1. The value within ( ) refers to Row Percentage  
2. The value within [ ] refers to Column Percentage  
3. \*\* Denotes significant at 1% level

Table 4 depicts that P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance and the research hypothesis is retained. Hence concluded that there is an association between level of emotional maturity and level of academic achievement. Based on the row and column percentage, the level of emotional maturity is low level of academic achievement when compared to high.

48.1 % of students have low level of emotional maturity with low level of academic achievement and 10.5 % of students have low level of emotional maturity with high level of academic achievement. 14.2 % of students have high level of emotional maturity with low level academic achievement and 31.7 % students have high level of emotional maturity with high level of academic achievement. Hence low level of

emotional maturity leads to low level of academic achievement and high level of emotional maturity leads to high level of academic achievement.

**Table 5**

**Chi-square test for association between level of parental encouragement and academic achievement.**

Level of parental encouragement	Level of Academic Achievement			Total	Chi-square Value	P value
	Low	Average	High			
Low	88 (34.1) [35.2]	110 (42.6) [22.2]	60 (23.3) [23.5]	258	28.858	0.000**
Average	120 (25.4) [48.0]	245 (51.9) [49.5]	107 (22.7) [42.0]	472		
High	42 (15.6) [16.8]	140 (51.9) [28.3]	88 (32.6) [34.5]	270		
Total	250	495	255	1000		

- Note: 1. The value within ( ) refers to Row Percentage  
 2. The value within [ ] refers to Column Percentage  
 3. \*\* Denotes significant at 1% level

Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance and the research hypothesis is retained. Hence concluded that there is association between level of parental encouragement and level of academic achievement. Based on the row and column percentage, the level of parental encouragement is low level of academic achievement when compared to high.

34.1 % of students have low level of parental encouragement with low level of academic achievement and 23.3 % of students have low level of parental encouragement with high level of academic achievement. 15.6 % of students have high level of parental encouragement with low level academic achievement and 32.6 % students have high level of parental encouragement with high level of academic achievement. Hence low level of parental encouragement leads to low level of academic achievement and high level of parental encouragement leads to high level of academic achievement.

**Findings**

- 1.It is found that there is positive correlation between academic achievement and Emotional maturity of adolescent students.
- 2.It is found that there is positive correlation between academic achievement and Parental encouragement of adolescent students.
- 3.It is found that there is a significant difference between boys and girls of adolescent

students in respect to their academic achievement.

4. It is found that there is an association between the levels of emotional maturity and academic achievement.

5. It is found that there is an association between the levels of parental encouragement and academic achievement.

### **Conclusions**

1. It is concluded that there is a relationship between academic achievement and emotional maturity of adolescent students.

2. It is concluded that there is a relationship between academic achievement and parental encouragement of adolescent students.

3. It is concluded that there is a significant difference in the academic achievement of boys and girls in respect to their academic achievement.

4. It is concluded that there is an association between the levels of emotional maturity and academic achievement.

5. It is concluded that there is an association between the levels of parental encouragement and academic achievement.

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