

Intelligence, Emotional Maturity and Self-Concept as Correlates of Academic Achievement among +2 Students

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Abstract

The aim of present study was to investigate the academic achievement of +2 students in relation to their intelligence emotional maturity and self -concept. The sample consists of 490 students from +2 grade student of Shimla District of Himachal Pradesh, were selected randomly. The data collected through Verbal test of General Mental Ability by M.C. Joshi (1956), Emotional Maturity scale by Yashvir Singh and Mahesh Bhargave (2006), Children's Self-Concept Scale by S.P.Ahluwalia (2001) and Academic achievement scores of student at +1 level (2008) to collect the data. The data was analyzed by using Product Moment Correlation.

KEYWORDS: Intelligence, Emotional Maturity, Self – Concept and Academic Achievement.

INTRODUCTION

The term Academic Achievement is the combination of two words. Academic and Achievement. In this the word 'Academic' is related to formal education. It is derived from word 'Academy' means school, where special types of instructions are imparted. The term academic means institutional system of formal education in school, college and university. Achievement is a accomplishment of success in bringing a desired end. Academic Achievement plays a very significant and pivotal role in the attainment of harmonious development of child.

Academic Achievement refers to the knowledge attained and skill developed in the different subjects. Academic achievement is multi dimensional phenomenon. It is a product of interaction between several factors and operations in the pupils such as abilities, motivation, interest and attitude and a complicated set of forces operating in functional set up of the school.

Intelligence is a broader term used to describe a property of the mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. There are several ways to define intelligence. In some cases, intelligence may include traits such as creativity, personality, character, knowledge, or wisdom. However, most psychologists prefer not to include these traits in the definition of intelligence.

One of the major aims of any good educational programme is to help the learners to gain emotional maturity. Emotional maturity implies controlling our emotions more

willingly than letting our emotions to give us the orders. Like instincts, emotions too are very important forces in the education and development of the child.

The concept 'Mature' emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotion under control, who is able to broke delay and to suffer without self pity, might still be emotionally stunned and childish. An emotionally mature child has the capacity to make the effective adjustment with himself, member of his family, his peers in the school, society and culture.

Self concept is a lifelong process that grows and develops continuously in social setting. An individual is not born with a self concept nor does he inherit it but he forms as a result of his experiences and capacities. Self concept is an acquired image of the individual. It is the experience of one's own being. It includes what people come to know about themselves through experiences, reflection and feedback from others. The self concept consists of a set of self oriented concepts i.e. a variety of mental representations about one self, the totality of attitudes, judgment and values of an individual relating to his behavior objects and qualities.

OBJECTIVES:

To study the inter-relationship of Intelligence, Emotional Maturity, Self-Concept and Academic Achievement with each other.

HYPOTHESIS:

There exists a significant inter- relationship between the Intelligence, Emotional Maturity, Self-Concept and Academic Achievement with each other.

METHOD:

In the present study Descriptive survey method of research was used.

SAMPLE:

In the present study 490 students of Government Senior Secondary Schools were selected randomly from +2 grade students of Shimla District of Himachal Pradesh.

DESIGN OF THE STUDY:

The present study is based on co-relational design. To see the inter-variable relationships, correlation among variables i.e. Intelligence, Emotional Maturity and Self-Concept with Academic Achievement were computed.

VARIABLES:

In the present study, three variables Intelligence, Emotional Maturity and Self-Concept have been treated as independent variable and Academic Achievement is treated as dependent variable.

TOOLS USED

To collect the necessary data following tools were used.

- Verbal test of General Mental Ability by M.C. Joshi (1956).
- Emotional Maturity scale by Yashvir Singh and Mahesh Bhargave (2006).
- Children's Self-Concept Scale by S.P.Ahluwalia (2001).
- Academic achievement scores of student at +1 level (2008).

STATISTICAL TECHNIQUE USED:

Product Moment Correlation (inter- variable correlation) was used for analysis of data.

RESULTS AND DISCUSSION

To study the inter relationships of Intelligence, Emotional Maturity and Self-Concept and Academic Achievement correlation coefficients were computed. The analysis is given as under:

Table-1

Mean and SD of Variables (Dependent and Independent)

| Variables | N | Mean | SD |
|----------------------|-----|-------|-------|
| Academic Achievement | 490 | 55.31 | 8.14 |
| Intelligence | 490 | 41.35 | 11.22 |
| Emotional Maturity | 490 | 88.75 | 23.36 |
| Self- Concept | 490 | 47.24 | 9.08 |

The values of correlation are shown in table -2

Table-2

4 x 4 Correlation Matrix among the variable of Academic Achievement, Intelligence, Emotional Maturity and Self- Concept

| Sr. No | Variables | Academic Achievement | Intelligence | Emotional Maturity | Self-Concept |
|--------|----------------------|----------------------|--------------|--------------------|--------------|
| 1 | Academic Achievement | - | .331** | -.027NS | .269** |
| 2 | Intelligence | - | - | .023NS | .222** |
| 3 | Emotional Maturity | - | - | - | -.186** |
| 4 | Self- Concept | - | - | - | - |

** indicate significant at .01 level. NS =Not Significant

Total No. of observations is 490 and $df (N-2) = 488$ and table value of correlation significant at .05 level is .093 and at .01 level is .122.

The correlation between academic achievement scores and intelligence is .331 which is highly and positively significant at .01 level of confidence. It means there is very close relationship between academic achievement of student and their intelligence. The students whose intelligence is high have high academic achievement and students of average intelligence have average academic achievement and similarly students with low intelligence have low academic achievement. This study has been supported by the following research evidences. Nain (1991) showed positive and significance correlation between these two variables. Carly (2004) found that intelligence had a significant correlation with academic performance. Ridgell and Lounsbury (2004) found general intelligence to be positively related to grade point average of the students.

The correlation between academic achievement scores and emotional maturity is -.027 which is neither significant at .05 level not at .01 level of confidence. This indicates that academic achievement and emotional maturity of +2 students do not have any correlation with each other i.e. student with high academic achievement may not have high emotional maturity and vice –versa.

The correlation between academic achievement and self- concept is .269 which is highly and positively significant at .01 level of confidence. It means there is very close relationship between academic achievement of students and their self- concept. The students whose self- concept is high their academic achievement is high and vice –versa. This study has been supported by the following research evidences. Nain (1991) showed that there is significant and positive relationship between the variables of self- concept and academic performance. Minnalkodi (1997) concluded that a significant positive relationship exists among achievement scores and self –concept of the students. Kopal and Musek (2001) showed that significant correlation between academic achievement and various indices of self-concept occurs.

The correlation between intelligence and emotional maturity is -.023 which is not significant even at .05 level. This indicates that intelligence and emotional maturity of +2 students do not have any correlation with each other i.e. student with high intelligence may not have high emotional maturity and vice –versa.

The correlation between the variables of intelligence and self- concept is .222 which is positively significant at .01 level of confidence. It means that there is very close relationship between intelligence and their self- concept. The results of this study have been supported by the findings of Savicky (1980) who found that the high the 1.0 the more positive is the self –concept and consequently better achievement. Tondon (1994) showed that there was a significant relationship between self-concept and intelligence.

The correlation between the variables of emotional maturity and self- concept is -.186 which shows positive significant at .01 level of confidence. It means that there is close relationship between emotional maturity and their self- concept.

Therefore the hypothesis that, “there exists a significant inter- relationship between the Intelligence, Emotional Maturity, Self-Concept and Academic Achievement with each other” is partially accepted.

CONCLUSIONS:

- There is a significant relationship between academic achievement and intelligence.
- No significant correlation is found between academic achievement and emotional maturity.
- There is a significant and positive relationship between self –concept and academic achievement.
- No significant correlation is found between intelligence and emotional maturity.
- Intelligence and self-concept are significantly and positive related.
- There is a significant positive relationship between emotional maturity and self – concept.

EDUCATIONAL IMPLICATIONS

- The teacher should give due consideration to the differences in the mental abilities of the students in the pursuit of educational objectives.
- The school should take steps to orient parents so that they can provide conditions favourable for emotional control at home because a wholesome attitude of the parents towards their children goes a long way in helping them to achieve their goal in life.
- The teacher should motivate the students fully so that their personality could develop to the maximum.
- Parents and teachers should make the children feel that they are accepted and recognized which help them to become emotionally mature and hence enhancing self understanding in the children and attitude towards school and education.
- There should be continuous and comprehensive evaluation of the students throughout the whole academic session which will increase the academic achievement of the students.

SUGGESTIONS FOR FURTHER RESEARCH

- ❖ The present study was confined to the students of +2 grade only. It is suggested that similar investigation may be extended to the school children of other classes or standard.
- ❖ A parallel study may be done on similar pattern at college and University level.
- ❖ A comparative study of government schools and private schools may be made in the light of the variables under study taking into consideration the boys and girls strata.
- ❖ A similar study may be conducted on students belonging to some other district of Himachal Pradesh.

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