

# Emotional Maturity and Achievement Motivation Among Adolescents of Working Mothers in Selected Secondary Schools, Tirupati

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## ABSTRACT

Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems. Emotional Maturity is said to be the foundation for leading a happy and contented life. Achievement motivation is considered a prerequisite for success, not only in academic, but also in sports and job related situations. A correlational research design was used to assess the emotional maturity and achievement motivation among adolescents of working mothers. A total of 100 adolescents were selected by purposive sampling method in selected secondary schools, Tirupati. Tools used for conducting the study were a set of demographic variables, Emotional maturity Scale (Singh & Bhargava, 1991) to assess the emotional maturity and Achievement motivation Scale (Deo & Mohan, 1985) to assess the achievement motivation. Data were analyzed with the help of descriptive and inferential statistics. The major findings of the study was among 100 adolescents, 22 (22%) were extremely stable, 13(13%) were moderately stable, and 32(32%) were unstable, 33(33%) adolescents were extremely unstable. Among 100 adolescents, 21(21%) had low level of achievement motivation, 71(71%) had average level of achievement motivation, 08(08%) had high level of achievement motivation. This study showed that there was a significant moderate negative correlation (-.525) at 0.01 level exists between the emotional maturity and achievement motivation among adolescents. This study concludes that the necessity of developing stable emotional maturity and high achievement motivation through good personality development, able to control his emotions and tendency to strive for success in scholastic performance.

**Keywords :** Emotional Maturity, Achievement Motivation ,Among Adolescents of Working Mothers, Secondary Schools.

## I. INTRODUCTION

According to Coleman (1944) Emotional Maturity, is the ability to bear tension. Emotionally mature person persists the capacity for fun and recreation, he enjoy both play, responsibility activities and keep them in a

proper balance. Emotions are our specific reactions to a particular event; they serve as a bridge between our thought and actions.1

Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a

sorrowful affair. Lot of opportunities and avenues are there to get them emotionally disturbed. The events and incidents projected in the media portrays how the youth of today are fall as victims in the name of modernity and spoiling their life due to emotional imbalance.<sup>2</sup>

According to McClelland (1953) Achievement Motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long time involvement .It is the basic ingredient necessary for one's success in life.<sup>3</sup>

Achievement motivation is considered a prerequisite for success, not only in academic, but also in sports and job related situations. In academic settings, the interest in motivation is partly inspired by the notion that student's motivation, operationalized, e.g., as their competency beliefs and value beliefs, could be more malleable than their cognitive ability, and as such could prove to be a potential lead for the educational system for improving learning and achievement processes in students.<sup>4</sup>

Women employment rate has increased very rapidly over the last several years. Today women from all corners started working in government, semi government or private salaried jobs. The entry of women in the workforce brings changes in the structure and function of family. Mother plays important role in the personality development of the children by shaping their intellectual and social behaviour.<sup>5</sup>

Ashna Dhawan and Anuradha Sharma (2012)<sup>6</sup> conducted a comparative study on "The effect of urban working and non-working mothers on the emotional maturity and achievement motivation of adolescents." A sample of 60 adolescents (30 adolescents of working mothers and 30 adolescents of non-working) from the age range of 12 to 17 years was randomly selected from the public schools of Delhi and NCR Region. The results reported that no

significant difference between emotional maturity and achievement motivation of adolescents of working and non-working mothers and no gender difference was also found between the two.

Madhu gupta, Mamta devi, Pooja pasrija (2012)<sup>7</sup> conducted a study on "Achievement motivation: a major factor in determining academic achievement". A sample of 320 adolescents was selected by random sampling technique. Results showed that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. It was found that male and female adolescents with high achievement motivation showed better academic achievement than their counterparts. It was also showed that high achievement motivation adolescents of rural area and urban area as well as private and government schools were found to be better on academic achievement than their corresponding parts.

## II. METHODS AND MATERIAL

A non experimental approach was adopted to aimed to assess the emotional maturity and achievement motivation among adolescents of working mothers in selected secondary schools, Tirupati. The research design adopted for the present study is descriptive correlational research design.

The objectives of the study was i) To assess the emotional maturity among adolescents of working mothers. ii) To assess the achievement motivation among adolescents of working mothers. iii) To correlate the emotional maturity and achievement motivation among adolescents of working mothers. iv) To associate the emotional maturity and achievement motivation among adolescents of working mothers with their demographic variables.

This study was conducted in selected schools of Tirupati, Chittoor (Dist), A.P. i.e., 6 schools (3 from government schools and 3 from private schools). The

setting was chosen on the basis of investigator’s feasibility in terms of availability of required sample and cooperation extended by the Deputy Educational Officer and Directors of Private Schools, Correspondents, Head masters and Staff. The population chosen for this study was 10th class students who were falling under inclusion criteria. Sample size consisted of 100 adolescents in the age group of 13-16 years studying 10th class who fulfilled the inclusion criteria. Multistage cluster sampling technique was used which is one of random sampling techniques. In this method sampling is carried out in two or more stages. Initially lists of total schools in all areas of Tirupati were taken from Deputy Educational Officer, Tirupati. Among all areas specific areas were selected randomly by using lottery method and then specific schools of selected areas were selected again by using simple random sampling method. In selected schools the samples were selected by using purposive sampling method. This method was chosen so as to achieve the desired sample size during the time of data collection period.

The tools used for the study was divided into three parts : Part I – Socio demographic data ,Part II – Emotional Maturity Scale (Singh & Bhargava, 1991),.Part III- Achievement Motivation Scale (Deo & Mohan, 1985). Emotional maturity Scale has 47 questions related to Emotional Instability (EI), Emotional Regression(ER), Social Maladjustment(SM), Personality Disintegration (PD) and Lack of Independence (LI). The responses are made on a 5-point scale. For every statement, the possible responses are divided into five categories which are: - Very much (VM); Much (M); Undecided (UD); Probably (P); Never (N) weighted on 5, 4,3,2,1 on the scale points. Deo-Mohan Achievement Motivation Scale consists of 49 items, out of which 12 are negative and 37 are positive items. The responses are made on a 5-point scale. For every statement, the possible responses are divided into five categories which are:-Always, Frequently, Sometimes, Rarely and Never. A positive item carries the weights of 4, 3,

2, 1 and 0 and negative item is to be scored 0,1,2,3 and 4.

Content validity was obtained by 10 experts constituting psychiatrists, psychologists and mental health nursing personnel. The reliability of the tool was computed by Karl Pearson correlation-coefficient method and the score obtained for Emotional maturity Scale was  $r=0.997$ , Achievement Motivation Scale was  $r=0.994$ . Statistical analysis was done by descriptive and inferential statistics i.e . Mean and standard deviation ,Chi square ,Pearson correlation.

### III. RESULTS AND DISCUSSION

#### RESULTS:

**Table: 1** Frequency and percentage distribution of demographic variables of adolescents

S. No	Demographic variables	Frequency (F)	Percentage (%)
1	<b>Age in years</b>		
	13	7	7
	14	59	59
	15	30	30
	16	4	4
2	<b>Gender</b>		
	Male	51	51
	Female	49	49
3	<b>Religion</b>		
	Hindu	97	97
	Muslim	2	2
	Christian	1	1
4	<b>Mother’s Education</b>		
	Illiterate	3	3
	Primary Education	6	6
	Secondary Education	16	16
	Intermediate	10	10
	Graduate	30	30

	Post Graduate & above	35	35
5	<b>Mother's Occupation</b>		
	Government employee	46	46
	Private employee	32	32
	Self employee	13	13
	Business	9	9
6	<b>Father's Education</b>		
	Illiterate	4	4
	Primary Education	4	4
	Secondary Education	19	19
	Intermediate	5	5
	Graduate	33	33
	Post Graduate & above	35	35
7	<b>Father's Occupation</b>		
	Government employee	40	40
	Private employee	34	34
	Self employee	12	12
	Business	14	14
8	<b>Family System</b>		
	Joint Family	28	28
	Nuclear Family	67	67
	Extended Family	5	5
9	<b>Family Income per Month</b>		
	Rs10,000- & below	26	26
	Rs 10,001- 20,000	17	17
	Rs 20,001-	12	12

	30,000		
	Rs 30,001 & above	45	45
10	<b>Number of children in the family</b>		
	One	14	14
	Two	73	73
	Three	5	5
	More than three	8	8
11	<b>Order of Birth in the family</b>		
	First born	58	58
	Second born	35	35
	Third born	6	6
	Other than third	1	1
12	<b>Area of Living</b>		
	Urban	82	82
	Semi- urban	11	11
	Rural	7	7
13	<b>Medium of education</b>		
	English	94	94
	Telugu	6	6
14	<b>Type of school</b>		
	Government school	20	20
	Private School	80	80
15	<b>Type of Syllabus</b>		
	State board syllabus	70	70
	Central board syllabus	30	30

**Table: 2** Percentage distribution of level of Emotional maturity among adolescents

S.No	Level of Emotional Maturity	Frequency	Percentage
1	Extremely Stable	22	22
2	Moderately Stable	13	13
3	Unstable	32	32
4	Extremely Unstable	33	33

The data presented in the table-2 shows that 22(22%) adolescents were extremely stable, 13(13%) were moderately stable, and 32(32%) were unstable, 33(33%) adolescents were extremely unstable.

**Table: 3** Percentage distribution of level of Achievement motivation among adolescents

N=100

S.No	Level of Achievement Motivation	Frequency	Percentage
1	Low	21	21
2	Average	71	71
3	High	8	8

The data presented in the table-3 shows that 21(21%) adolescents had low level of achievement motivation, 71(71%) had average level of achievement motivation, 08(08%) had high level of achievement motivation.

**Table: 4** Mean, Standard deviation and Correlation of Emotional maturity and Achievement motivation among adolescents.

N=100

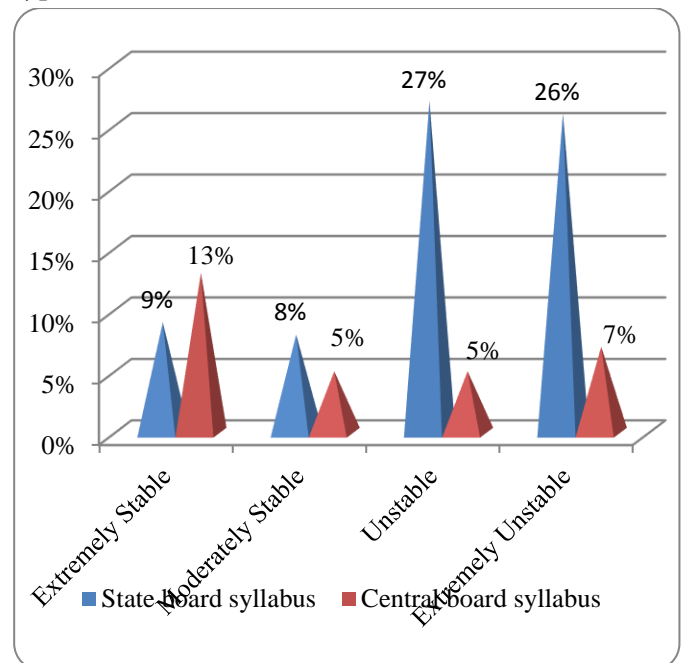
S.No.		Mean	Standard deviation	Correlation
1	Emotional maturity	99.33	26.4583	-.525**
2	Achievement motivation	139.89	20.9202	

**\*\*correlation is significant at the 0.01 level (2-tailed)**

The data presented in the table – 4 shows that there was statistically significant moderate negative correlation (-.525) exists between emotional maturity and achievement motivation among adolescents at 0.01 level.

**1) Association of demographic variables with level of Emotional maturity among adolescents.**

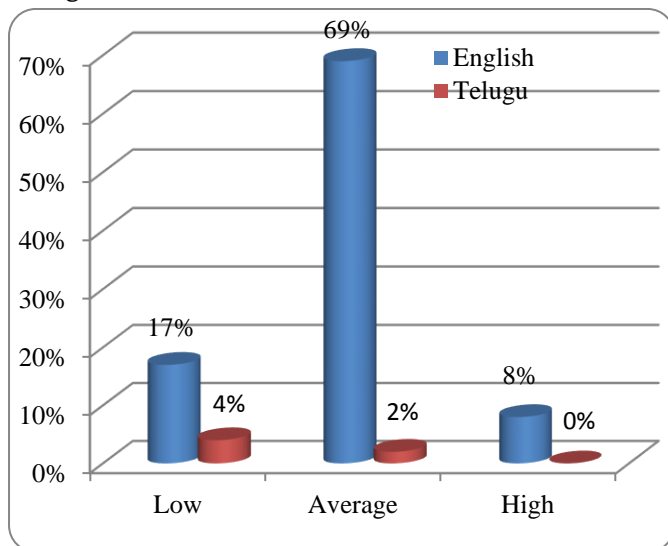
It shows that there was a statistically significant association exists between the level of emotional maturity among adolescents with their family income, order of birth in the family, type of syllabus at P < 0.01 levels. There was no statistically significant association exist between the level of emotional maturity among adolescents of working mothers with their age, gender, religion, mother’s education, mother’s occupation, father’s education, father’s occupation, family system, number of children living in the family, area of living, medium of education and type of school.



**Fig: 1** Association of Emotional maturity among adolescents with their type of syllabus.

2) **Association of demographic variables with level of Achievement motivation among adolescents.**

It shows that there was a statistically significant association exists between the level of achievement motivation among adolescents with their religion, father’s education, family income, type of school, type of syllabus at P <0.01 levels and medium of education at P <0.05 level. There was no statistically significant association exist between the level of achievement motivation among adolescents with their age, gender, mother’s education, mother’s occupation, father’s occupation, family system, number of children living in the family, order of birth in the family and area of living.



**Fig: 2** Association of Achievement motivation among adolescents with their medium of education

**DISCUSSION**

The first objective of the study was to assess the emotional maturity among adolescents of working mothers. Among 100 adolescents, 22 (22%) were extremely stable, 13(13%) were moderately stable, and 32(32%) were unstable, 33(33%) adolescents were extremely unstable. The results of the present study were supported by the earlier study conducted by Lakshmi.S, and Krishnamurthy. S (2011)<sup>2</sup> on “Emotional maturity of higher secondary school students”. The results revealed that the majority of

Higher Secondary Students were in Emotionally Unstable condition. This study showed that significant difference between all the sub-samples except the age group of Higher Secondary Students.

The second objective of the study was to assess the achievement motivation among adolescents of working mothers. Among 100 adolescents, 21(21%) had low level of achievement motivation, 71(71%) had average level of achievement motivation, 08(08%) had high level of achievement motivation. The results of the present study were supported by the earlier study conducted by Madhu gupta, Mamta devi, Pooja pasrija (2012)<sup>7</sup> on “Achievement motivation: a major factor in determining academic achievement”. Results showed that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. It was also showed that high achievement motivation among adolescents of rural area and urban area as well as private and government schools were found to be better on academic achievement than their corresponding parts.

The third objective of the study was to correlate the emotional maturity and achievement motivation among adolescents of working mothers. The study showed that there was a significant moderate negative correlation (-.525) at 0.01 level exists between the emotional maturity and achievement motivation among adolescents. This study was supported by the earlier comparative study conducted by Ashna Dhawan and Anuradha Sharma (2012)<sup>6</sup> on “The effect of urban working and non-working mothers on the emotional maturity and achievement motivation of adolescents.” The results showed that no significant difference between emotional maturity and achievement motivation of adolescents of working and non-working mothers and no gender difference was also found between the two.

The fourth objective of the study was to associate the emotional maturity and achievement motivation among adolescents of working mothers with their demographic variables. The present study revealed that there was a statistically significant association exists between the level of emotional maturity among adolescents with their family income, order of birth in the family, type of syllabus at 0.01 level. This study also showed that there was a statistically significant association exists between the level of achievement motivation among adolescents with their religion, father's education, family income, type of school, type of syllabus at  $P < 0.01$  levels, and medium of education at  $P < 0.05$  level.

#### IV. CONCLUSION

Evidence from this investigation showed that the students had low emotional maturity and average achievement motivation. This study suggests the necessity of developing stable emotional maturity and high achievement motivation through good personality development, able to control his emotions and tendency to strive for success in scholastic performance. Nurses working in clinical and community areas should engage themselves to address the psycho-physical development of the children and behavioral, emotional characteristics of the children. So, that it can help to reduce psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life, and to develop academic success, mental health, participation in extracurricular activities, and ability to form peer relationships among adolescents and also it helps to develop stable emotional maturity and high achievement motivation.

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