

Name of Scholar- Meenu Rani

Supervisor - Prof. Mehnaz Ansari

Department- IASE, Dept. of Education

Topic - ***A study of relationship between level of aggression, emotional maturity, introversion-extroversion of adolescent and their academic achievement at the senior secondary school stage.***

Abstract

Keywords- *Aggression, Emotional Maturity, Introversion-Extroversion, Academic Achievement, Adolescent.*

The present study highlights the importance the role of non-cognitive factors in academic achievement of adolescents. In our society academic achievement is considered as a key principal to judge one's total capacities and potentialities. Today, the most of adolescent student do not achieve according to the expectations of parents as well as the teachers despite of the fact they are intelligent. It shows that cognitive factors alone are not responsible for poor academic achievement of adolescent students; rather non cognitive factors like personality also affect academic achievement of adolescent students.

Adolescence is the most complex period of human life. Due to the emergence of emotional, physical, psychological, social, behavioral etc. problems in adolescence, their behavior deviates from the normal pattern. They exhibit these deviations by aggressiveness, emotional immaturity etc. because nothing seems to be going in the way desired by them because of various conflicts and race expectation in their mind.

In present study, the sample was taken of 400 students (200Boys+200 Girls) of 11th class from 10 schools situated in Faridabad district. The stratified random sampling was used to collect the data. The researcher found in the study that (1) majority of the students had average level of aggression, emotional maturity, introversion-extroversion

and academic achievement. (2) no significant difference was found in aggression, emotional maturity, introversion-extroversion and academic achievement of adolescent boys and girls at senior secondary school stage (3) no significant relationship was found between level of aggression and academic achievement of adolescent boys and girls at senior secondary school stage. (4) significant relationship was found between level of emotional maturity and academic achievement of adolescent boys and girls at senior secondary school stage. (5) no significant relationship was found between level of introversion-extroversion and academic achievement of adolescent boys and girls at senior secondary school stage.(6) Introversion-Extroversion was emerged as suppressor variable, therefore it was concluded that it had no contribution in predicting academic achievement. In other words, there was 3.2% effect of emotional maturity on academic achievement and 3.5% effect of both emotional maturity and aggression on academic achievement of adolescent students at senior secondary school stage.

The present study is the relationship of emotional maturity, aggression and introversion-extroversion with academic achievement which will help to recognize students' current levels of academic achievement, emotional maturity, aggression, personality traits will eventually help facilitator to acquire better understanding of students and their problems.