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**Title of the Thesis:** A Study of Emotional Maturity and Achievement Motivation of Senior Secondary School Students in Relation to Their Home and School Environment

### **Abstract**

The present study based on correlational and prediction design studied the effect of different dimensions of home and school environment on emotional maturity and achievement motivation on a sample of 705 senior secondary school students from South Kashmir (J&K) selected through multi-stage sampling technique. The data was collected through different scale and was subjected to appropriate statistical techniques. The findings of the study reveal that:

The senior secondary school students from the sample districts of Kashmir averaged towards the unstable emotional maturity level, indicating that they are emotionally unstable ( $M = 91.20$ ,  $Std. D. = 13.33$ ) and also averaged at average level of achievement motivation ( $M = 128.20$ ,  $Std. D. 17.77$ ).

The attitude of sample participants towards the different dimensions of home environment was found to be average at overall. Senior secondary school student perceive that parents and other members in the family provide climate where they occasionally feel a favorable attitude towards their home environment (High = 8.22%, Average = 61.27% & Low = 30.49%). The perception of senior secondary school students towards the psychosocial environment of the school was also found to be average. Teachers in the school provide occasionally a healthy environment rather than continuously provide a high and rich school environment (High = 9.50%, Average = 53.4% & Low = 37.44%).

Self-expression, Control, Independence, Family integration and Emotional Support as the dimensions of home environment as perceived by the senior secondary school students significantly influences their emotional maturity ( $R = .60$  &  $R^2 = .367$ ). Achievement motivation of senior secondary school students is influenced by their perception of Self-expression, Control, Independence, Emotional Support, Conflict, and Success orientation dimensions of home environment ( $R = .58$  &  $R^2 = .347$ ).

Permissiveness environment of the school, Cognitive Encouragement, Control, Acceptance and Rejection as the perceived sub-scales of school environment significantly contributes to the emotional maturity of senior secondary school students ( $R = .62$  &  $R^2 = .393$ ) and school environment sub-scales like Permissiveness, Cognitive Encouragement, Creative Stimulation, Control, Student teacher interaction and Acceptance affects the achievement motivation of senior secondary school students ( $R = .67$  &  $R^2 = .452$ ).

Total composite scores on home environment and school environment significantly influences the emotional maturity of senior secondary school students ( $R = .638$  &  $R^2 = .408$ ). and composite scores of Emotional maturity, home environment and school environment significantly influence the achievement motivation of senior secondary school students ( $R = .77$  &  $R^2 = .60$ ).

Gender does not play any role in making adolescents emotionally mature, as no statistical significant difference was found between boys and girls on emotional maturity,  $t(703) = 0.40$ ,  $p = .689$ . But, a statistically significant difference was found between boys and girls on achievement motivation,  $t(703) = -2.09$ ,  $p = .037$ . Girls are high achievement oriented than their counterparts.

Private school students seem to be emotionally mature as compared to Govt. senior secondary school students,  $t(703) = -3.13$ ,  $p = .002$ , and also they are having high achievement motivations than their counterparts  $t(703) = 2.00$ ,  $p = .045$ . Science, Arts & Commerce senior secondary school students did not differ significantly on emotional maturity ( $F = 1.625$ ,  $p = .198$ ), but they significantly differ in terms of achievement motivation ( $F = 3.337$ ,  $p = .035$ ). All the three groups have same level of emotional maturity but have slightly different achievement motivation levels. So, academic stream does not have any influence on emotional maturity but it significantly influence the achievement motivation.

The senior secondary school students studying in private schools perceived the various dimensions of home environment as slightly better as compared to Govt. schools. The psychosocial environment as perceived by the students in private senior secondary schools is better as compared to Govt. schools.

**Conclusion:** In conclusion, this study contributes to our understanding of the role of family and school variables with reference to adolescent's emotional development and achievement motivation and how these set of variables behave as a function of home and school environments. Similarly, lot of behavioral changes need to be done while providing a healthy and positive climate at home and at school.