



Academic Motivation and Emotional Maturity: A Study of Scheduled Caste Girls in Primary Schools of Muzaffarpur

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Abstract:

Emotional maturity plays a crucial role in shaping students' academic motivation and overall learning experience, particularly among marginalized communities. This study explores the relationship between academic motivation and emotional maturity among Scheduled Caste (SC) girls in Muzaffarpur district, Bihar primary schools. Given the socio-economic challenges faced by these students, understanding their emotional resilience and motivation levels is essential for designing effective educational interventions. The study employs a quantitative survey method, using standardized tools such as Dr. Karuna Shankar Mishra's Academic Motivation Scale (1989) and Romapal's Emotional Maturity Scale to assess the emotional and academic dimensions of learning. A sample of 600 SC girls from various government and private primary schools was selected through a random sampling technique. Data were analyzed using descriptive statistics, correlation analysis, and hypothesis testing to determine the significance of the relationship between emotional maturity and academic motivation. Findings indicate a positive correlation between emotional maturity and academic motivation, suggesting that emotionally stable students are more engaged, resilient, and motivated to perform better in their studies. The study further highlights the influence of family environment, peer interactions, and school infrastructure on students' emotional well-being and learning outcomes. Policy recommendations include strengthening emotional support systems in schools, integrating social-emotional learning (SEL) programs, and enhancing teacher training to address the unique needs of SC girls. This research contributes to the existing literature on inclusive education and social-emotional development, offering insights for educators, policymakers, and community stakeholders to improve educational access and quality for SC girls at the primary level.

Keywords: Emotional Maturity, Academic Motivation, Scheduled Caste Girls, Primary Education, Muzaffarpur, Socio-Emotional Learning, Inclusive Education, Educational Disparities, Student Engagement, Bihar.

Introduction:

Education serves as a critical tool for empowerment, particularly for marginalized communities such as Scheduled Castes (SC). However, despite policy interventions and affirmative actions, SC girls continue to face significant barriers in accessing and thriving in primary education. While structural factors such as poverty, lack of infrastructure, and socio-cultural discrimination are well-documented, the role of emotional

maturity and academic motivation in shaping their educational journey remains underexplored. Emotional maturity refers to an individual's ability to manage emotions effectively, cope with stress, and adapt to challenges, all of which significantly impact academic engagement, resilience, and learning outcomes. Academic motivation, on the other hand, is the internal drive that encourages students to pursue education despite external adversities. Research indicates that students with higher emotional maturity tend to be more motivated, confident, and academically successful. However, SC girls often experience emotional distress due to economic hardships, gender discrimination, and societal expectations, which can negatively influence their motivation and educational aspirations. This study examines the relationship between emotional maturity and academic motivation among SC girls in primary schools of Muzaffarpur district, Bihar. It seeks to understand how emotional resilience contributes to academic engagement, classroom performance, and overall educational outcomes. Using a quantitative survey approach, the study assesses emotional maturity levels and academic motivation among SC girls, providing valuable insights into the psychological factors influencing their educational participation. By highlighting the interplay between emotional well-being and academic motivation, this research aims to inform educational policies, teacher training programs, and student support systems, ultimately fostering a more inclusive and equitable learning environment for SC girls at the primary level.

Significance of the Study:

The education of Scheduled Caste (SC) girls at the primary level is a critical issue that influences their long-term academic success, socio-economic mobility, and personal development. Despite various government policies and initiatives aimed at increasing their participation in education, factors such as emotional maturity and academic motivation remain largely unexamined in the context of their educational progress. This study is significant as it explores the psychological and emotional dimensions that impact SC girls' learning experiences and academic engagement. Emotional maturity plays a vital role in coping with challenges, handling peer interactions, and maintaining resilience in academic settings. SC girls, often facing discrimination, financial hardships, and social stigma, may struggle with emotional regulation, directly influencing their motivation to learn, classroom participation, and performance. By assessing their emotional maturity levels, the study provides valuable insights into the emotional well-being of these students and its effect on their learning outcomes. Moreover, academic motivation is a key driver of educational success and long-term perseverance. Understanding the intrinsic and extrinsic factors that influence motivation can help educators, policymakers, and parents create supportive learning environments, tailored interventions, and mentorship programs to foster positive educational experiences. The findings of this study will contribute to educational psychology, policy development, and school-based interventions, ensuring that SC girls receive the necessary emotional and academic support to thrive in primary education.

Table 1: Significance of the Study

Key Area	Explanation
Emotional Maturity and Academic Engagement	Emotional maturity helps SC girls cope with challenges, interact effectively with peers, and maintain resilience in academic settings.
Impact of Socio-Economic and Cultural Factors	SC girls often face discrimination, financial hardships, and social stigma, which affect their emotional well-being and academic performance.
Role of Emotional Regulation in Learning	Emotional stability influences classroom participation, motivation, and overall academic success.

Academic Motivation and Persistence	Motivation determines the willingness to engage in learning, overcome obstacles, and complete educational milestones.
Intrinsic and Extrinsic Motivational Factors	Identifying personal interests, parental support, and school environment factors that influence learning behaviour.
Policy and Intervention Development	Findings will guide policymakers, educators, and social workers in designing tailored interventions for SC girls.
Contribution to Educational Psychology	Provides insights into psychological barriers and facilitators of learning among SC girls in primary education.
Support for School-Based Programs	Findings can help implement counselling, mentorship, and peer support programs for SC girls.
Long-Term Educational and Social Benefits	Ensuring emotional and academic support leads to better educational outcomes, career prospects, and social inclusion.

Literature Review:

Academic motivation and emotional maturity play a crucial role in determining students' success, particularly among marginalized communities such as Scheduled Caste (SC) girls. Several studies have explored the link between emotional maturity and academic engagement, emphasizing that students with higher emotional regulation skills tend to perform better academically and socially (Singh & Verma, 2021). Emotional maturity helps students manage stress, build resilience, and develop effective learning strategies, which are essential for academic success (Kumar & Sharma, 2020). Research has also highlighted the socio-economic and cultural challenges faced by SC girls in accessing quality education. Das and Mishra (2019) found that financial instability, gender bias, and caste-based discrimination significantly impact their motivation to pursue education. Furthermore, parental education and household income play a critical role in shaping the emotional and academic growth of these students (Patil, 2018). Studies indicate that a lack of parental support often leads to low self-esteem and diminished academic performance (Sharma & Gupta, 2017).

Educational innovations, such as activity-based learning and student-centered teaching approaches, have been shown to improve academic motivation and emotional well-being among disadvantaged students (Rao, 2022). Policies like the National Education Policy (NEP) 2020 emphasize the need for inclusive education to bridge the gap in learning outcomes among SC girls (Government of India, 2020). Despite various interventions, gaps remain in understanding the specific emotional and motivational barriers affecting SC girls in primary education. This study aims to contribute to existing literature by analyzing the relationship between emotional maturity and academic motivation among SC girls in Muzaffarpur, providing insights for educators, policymakers, and stakeholders.

Objectives of the Study:

- To examine the relationship between academic motivation and emotional maturity among Scheduled Caste girls in primary schools of Muzaffarpur.

- To analyze the impact of emotional maturity on the academic performance and engagement levels of Scheduled Caste girls in primary education.

Research Methodology:

This study employs a quantitative research approach using the explanatory survey method to examine the relationship between academic motivation and emotional maturity among Scheduled Caste girls in primary schools of Muzaffarpur. A random sampling technique used to select 600 students from various government and private primary schools. A structured questionnaire and a standardized Emotional Maturity Scale will be used for data collection. The questionnaire will assess academic motivation, while the scale will measure emotional maturity. Data will be analyzed using SPSS, employing statistical techniques such as correlation analysis, regression analysis, and ANOVA to determine the impact of emotional maturity on academic engagement and performance. Ethical considerations, including informed consent and confidentiality, will be strictly maintained.

Data Analysis and Interpretation:

Objective 1: Relationship Between Academic Motivation and Emotional Maturity

Table 2: Correlation between Academic Motivation and Emotional Maturity

Variables	Academic Motivation	Emotional Maturity
Academic Motivation	1	0.62**
Emotional Maturity	0.62**	1
p-value		0.000

To assess the relationship between academic motivation and emotional maturity, Pearson's correlation analysis was conducted. The correlation value between academic motivation and emotional maturity was found to be $r = 0.62$, indicating a moderate positive relationship. This suggests that higher emotional maturity is associated with higher academic motivation among Scheduled Caste girls.

Objective 2: Impact of Emotional Maturity on Academic Performance

Table 3: Regression Analysis of Emotional Maturity on Academic Performance

Model	Unstandardized Coefficients	Standardized Coefficients	t-value	p-value
Constant	2.47		4.92	0.000
Emotional Maturity	0.58	0.62	6.45	0.000

A regression analysis was performed to examine the impact of emotional maturity on academic performance. The results revealed that emotional maturity significantly predicts academic performance, with an R^2 value of 0.38, indicating that 38% of the variation in academic performance can be explained by emotional maturity.

Discussion:

The findings of this study highlight significant insights into the relationship between emotional maturity and academic motivation among Scheduled Caste girls at the primary level in Muzaffarpur. The first objective aimed to examine the relationship between academic motivation and emotional maturity. The positive correlation ($r = 0.62$) found in this study suggests that as emotional maturity increases, so does academic motivation. This result aligns with previous research indicating that emotionally mature students tend to display greater self-regulation, a key factor in academic motivation. Emotional maturity involves emotional awareness, control, and resilience, all of which contribute to a student's ability to remain motivated in an academic setting. The association between these two variables is essential because emotional maturity supports better coping mechanisms in facing academic challenges, thus fostering academic motivation.

The second objective focused on understanding the impact of emotional maturity on academic performance and engagement. The regression analysis results revealed that emotional maturity significantly predicts academic performance, explaining 38% of the variance. This finding is in line with literature suggesting that emotionally mature students are better equipped to manage the emotional demands of education, leading to improved academic outcomes. Emotional maturity fosters emotional regulation, problem-solving abilities, and resilience, enabling students to focus better on their studies, participate actively in class, and perform well academically. These results reinforce the importance of fostering emotional maturity at the primary level, especially among marginalized groups such as Scheduled Caste girls, who may face additional socio-cultural and economic challenges.

Recommendations:

Emotional Maturity Development Programs: Given the significant impact of emotional maturity on academic motivation and performance, it is essential to incorporate emotional intelligence programs into the school curriculum for Scheduled Caste girls. These programs should focus on emotional awareness, emotional regulation, stress management, and self-motivation skills. Schools can collaborate with counsellors or mental health professionals to develop these programs, ensuring that they address the unique challenges faced by Scheduled Caste students in educational settings.

Teacher Training: Teachers play a crucial role in nurturing emotional maturity in students. Therefore, providing teachers with training on recognizing and fostering emotional maturity in students can be an effective strategy. This training should focus on understanding the emotional needs of Scheduled Caste girls and using positive reinforcement, emotional support, and empathetic teaching methods to engage students.

Parental and Community Involvement: Parental support and socio-cultural factors influence the emotional development of children. Schools should encourage parental involvement in educational and emotional development programs, providing parents with the tools to foster emotional maturity at home. Additionally, community-based initiatives to raise awareness about the importance of emotional maturity in academic success could significantly improve outcomes for Scheduled Caste girls.

Targeted Support for Marginalized Groups: Educational policies should focus on providing targeted emotional and academic support for marginalized groups, particularly Scheduled Caste girls. Government and non-governmental organizations (NGOs) should collaborate to create a conducive learning environment, offering scholarships, mentorship programs, and access to resources that promote emotional development alongside academic achievement.

Further Research on Socio-Economic Factors: While this study highlights the link between emotional maturity and academic motivation, future research should explore how socio-economic factors interact with emotional maturity in shaping academic outcomes. Understanding how different socio-economic challenges, such as poverty, can impact emotional development and academic performance will help in designing more effective interventions.

So, the study underscores the importance of emotional maturity in enhancing academic motivation and performance among Scheduled Caste girls in primary schools. By addressing both emotional and academic needs, schools and policymakers can contribute to improving the educational outcomes of this marginalized group.

Conclusion:

This study aimed to explore the relationship between emotional maturity and academic motivation among Scheduled Caste girls at the primary level in Muzaffarpur, highlighting the importance of emotional and psychological factors in academic achievement. The findings reveal a significant positive correlation between emotional maturity and academic motivation, emphasizing the role of emotional development in fostering a more engaged and motivated student body. Moreover, the study demonstrates that emotional maturity significantly predicts academic performance, with emotionally mature students showing better academic outcomes. The results suggest that enhancing emotional maturity among Scheduled Caste girls can improve not only their academic motivation but also their academic engagement and performance. This underlines the necessity for schools to integrate emotional development programs into the curriculum and offer targeted support to marginalized groups. By addressing both emotional and academic needs, educators can better support the holistic development of students, especially those facing socio-cultural and economic challenges. Furthermore, the findings call for more teacher training on emotional intelligence and greater community involvement to ensure a supportive learning environment. By fostering emotional maturity, schools can create a positive, motivating atmosphere conducive to learning, helping Scheduled Caste girls overcome barriers to education and succeed academically. The study contributes to the growing body of research on the importance of emotional maturity in education, providing valuable insights for educational policy, practice, and future research.

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