

Relationship between emotional maturity and academic achievement among adolescents

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ABSTRACT

Emotional maturity denotes the ability to understand and manage the feelings and emotions of an individual. When the individuals are faced with a complex or a difficult situation, the level of emotional maturity is one of the biggest factors in determining the ability to cope for the situation and the consequences. The period of adolescence is a transition from childhood to being an independent adult; it is a period of life characterized by change and by moving away from one's family and towards one's peers. The School education particularly high School education plays an important role in personal and professional success. But during this stage of life many elements influence, the process of education an especially academic achievement that is why the present study has been conducted to investigate the relationship of emotional maturity in the academic achievement among Adolescence students. The study was performed with 400 participants, studying in class 10th standard. Among them 200 students are from Bengaluru urban and 200 from Bengaluru rural. Data was collected using the emotional maturity scale by Singh and Bhargava (1990) and the Academic achievement scale by Prathiba and Asha (2018). The data were analysed through Pearson's product moment correlation and step-wise multiple regression. The findings of the present investigation reveal that there is a positive correlation between emotional maturity and academic achievement among Adolescents and few areas of emotional maturity majorly predict academic achievement. Thus, emotional maturity plays important role in the academic achievement of adolescents.

Keywords: *Emotional maturity, Academic achievement, Adolescents, Relationship*

Emotional maturity is the trait of emotional behaviour that is usually achieved by an adult after the transition from the adolescence phase. In the wake of accomplishing emotional maturity, the individual can exhibit a well-balanced emotional behaviour in their everyday life. An individual is said to be mature emotionally, if they currently experience practically a wide range of feelings, good or negative and can communicate them at the proper time and at an appropriate degree. As indicated by Jersild (1963), Emotional maturity implies how much the individual has understood their potential for living to their fullest and has built up their ability to appreciate things, to relate themselves to other people.

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Emotional maturity is a condition of well-balanced feeling and self-control. Academic achievement is vital for students. It is influenced by two main factors: subjective variables or individual variables and objective variables or environmental variables. Secondary education is a pathway to the various opportunities and advantages of financial and social development of an individual. Quality secondary education is crucial in creating a brilliant future for people and countries.

Secondary education marks the main defining moment in the academic milestone of the person. At this stage the children are equipped with the aptitudes and data important to control in the following higher phase of education.

Singh and Bhargava (2005) expressed that emotional maturity is not just the powerful determinant of personality pattern but additionally assists with controlling the development of individual development. The idea develop emotional behaviour at any level is what mirrors the products of ordinary emotional development. It is a phase, which is basic in human life. One of the significant points of any education program is to assist the student with increasing emotional maturity. A genuinely experienced individual has full command over the declaration of his emotions and feelings. Notwithstanding, they carry on as per the acknowledged social qualities and goals. They stay impassive towards emotional allurements. There is no insecurity in the outflow of feelings. During the stage of adolescence, one gets excited very soon. Teenagers burst into giggling on feeble things or loose temper soon but an emotionally mature individual is liberated from this inability. As one develops develop his emotional dependability and profundity of social change, professional and expert inclination, life's ambitions and so forth continue developing. A mature individual is relied upon to comprehend a circumstance with no one's assistance and understand their obligations and duties themselves. They won't act in an unreliable way under emotional stream and waste through their time and energy over imaginary problems. Yet, it is without a doubt related with his prosperity to develop better characteristics of discretion, courteousness, compassion, participation, resilience and emotional stability.

Emotionally mature individuals will have more fulfillment and satisfaction in their life; they will be happy with what they have, and attempting to accomplish more. They will have a more balanced attitude towards every approach and will have more positive than negative disposition towards life. To offer importance to the idea of Emotional maturity as applied to children, it is important to consider development at different formative levels paving the way to mature to an adult level. Indeed, even at adult level, there should be degree, as the study of germination likely will find that there are articulated contrasts between mature adult of 25 and mature adult of 45 that are simply genuinely developmental in nature. Cole (1954) mentions that, "The chief index of emotional maturity is the ability to bear tension".

In the perspective on Murray (2003), there is no connection between the chronological age, intellectual age, social age or emotional age. Because when somebody is "grown-up" by chronological age doesn't mean they are "grown-up" inwardly and emotionally. Chronological maturity and intellectual maturity joined with emotional immaturity is not normal and is possibly risky. An individual whose body and mind is matured, but whose emotional development is that of a small child can unleash devastation in their own life and the life of others. The connections and relations are reliant upon one complete emotional maturity. The most ideal approach to comprehend the connections is to comprehend oneself. The absolute most significant task for any individual wishing to improve their connections and relationships is to expand their confidence and emotional maturity. One who thinks to

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decide the degree of one's emotional maturity, contrast one's behaviour with the indications of emotional adolescence and the qualities of Emotional maturity. Along these lines, emotional maturity infers legitimate emotional control, which implies neither restraint nor violet articulation. A sincerely developed individual currently possesses practically a wide range of emotional positive or negative and can communicate them at fitting time in an appropriate degree.

The most extraordinary characteristic of Emotional maturity is the capacity to tolerate psychological stress and strain. An emotionally mature child has the ability to make compelling change with themselves, individuals from their family, and their friends in the school, society and culture. An emotionally mature individual has the ability to withstand delay in fulfillment of necessities. They have confidence in long term arranging and is equipped for postponing or changing their desires as far as requests of circumstances. Yet, development implies not simply the limit with respect to such mentality and working yet additionally the capacity to appreciate them completely. To summarize, a genuinely develop individual is agreeable towards others and is less engaged with the threats and the upheavals of outrage and fierceness, regular of youth. They are more roused by joy, fulfillment and satisfaction than ridden with worriers, anxiety and dissatisfactions. An emotionally mature individual might not have settled all circumstances and elements prompting threats, tensions and dissatisfactions. They are interminably observing themselves in clearer viewpoint. Thusly, they are persistently associated with a struggle to lead a matured, balanced and healthy emotional life.

METHODOLOGY

Participants

The sample of the present study contains 400 students studying in class 10th standard. Among them 200 students are from Bengaluru urban and 200 from Bengaluru rural. Boys and girls are given equal representation and they are selected from both Private and Government schools.

Tools employed

Following tools were employed for the present study

Demographic data:

The demographic questions consisted of information pertaining to Sex, Type of Institution (Government and Private), Locality, type of family, qualification of Father and Mother and Family Income.

Emotional Maturity Scale (Singh & Bhargava, 1990):

Emotional Maturity Scale has a total of 48 items under the five categories and it is a self-reporting five-point scale. Item of the scale are in question form demanding information for each in any of the five options. Total score on the scale is indicative of emotional maturity whereas the greater the total score on the scale expressed in in terms of emotional maturity. The following five factors consist in Emotional maturity.

Emotional Stability: Characteristics of a person that does not allow him to react excessively or given to mood or marked changes in any emotive situation.

Emotional Progression: is the characteristic of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment.

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Social adjustment: process of interaction between needs of a person and demand of the social environment in any given situation, so that they can maintain and adapt a desired relationship with environment.

Personality Integration: is the process of firmly unifying the diverse elements of an individual's motive and dynamic tendencies, resulting in harmonious coaction and de-escalation of the inner conflict in the undaunted expression of behavior.

Independence: capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decision by his own judgment based on facts by utilizing his intellectual and creative potentialities.

Reliability and Validity

The reliability of the scale was determined by test-retest method and internal consistency. Test-retest reliability was measured for its test, time interval between the two testing was that of six months. The product movement between the two testing was 0.75.

Internal consistency of the scale was calculating the correlations design. The value of internal consistency is Emotional Stability 0.75, Emotional Progression 0.63, Social adjustment 0.58, Personality Integration 0.86 and Independence 0.42. The validity of the scale was 0.64.

Academic Achievement:

For calculating the academic achievement scores, the author recorded the previous year marks of the students and the total scores were considered for the analysis.

Procedure

The required permission was sought from higher authorities' i.e. DDPI, BOE, Bangalore Urban, South II and Bangalore Rural, Nelamangala Taluk, from respective schools.

The purpose of the study and confidentiality of the response was made know to the students. These responses are used for research purpose only. They were given 30 minutes of time to fill up each questionnaire. Second visit is made to collect final examination marks of 8th and 9th standard in respective schools. The study is modeled for students studying in 10th standard. The sample consisted of 400 students. Out of 400, 200 are from Government schools and 200 from Private schools. Out of 200, 100 school students from Urban and 100 from Rural locations. Out of 100, 50 boys and 50 girls are in each group. The demographic details of each respondent will be taken after building a good rapport with students.

The following instructions are given for students "Read each statement carefully and mark tick in any one of the five alternative responses to indicate your level of agreement with the particular content of the statement. Do not think too much while answering, whatever you feely may indicate."

Once the data collection was over, they were scrutinized, raw data fed to the computer. The data were analyzed through Pearson's product moment correlation and step-wise multiple regression. Tables 1 and present the results of Pearson's product moment correlation and step-wise multiple regression.

RESULTS

Table 1 Results of Pearson’s product moment correlation between areas of emotional maturity and academic achievement

Variable 1 Areas of Emotional maturity	Variable 2	Correlation coefficient	P value
Emotional stability	Academic achievement	.199	.001
Emotional progression	Academic achievement	.192	.001
Social adjustment	Academic achievement	.086	.084
Personality Integration	Academic achievement	.183	.001
Independence	Academic achievement	.199	.001
Total emotional maturity	Academic achievement	.200	.001

The emotional stability and academic achievement revealed a significant relationship (R= .199; p= .001) which interprets that as emotional stability increases academic achievement also increases and vice versa. From the table we can see that emotional progression and academic achievement are having a significant relationship (R= .192; p= .001) which further interprets that increase in emotional progression will also lead to increase in academic achievement. It was observed that social adjustment and academic achievement revealed a non-significant association between them (R= .086; p= .084) which means that increase in social adjustment may not lead to increase in academic achievement. The Personality Integration and academic achievement revealed a significant relationship (R= .183; p= .001) which interprets that as Personality Integration increases academic achievement also increases and vice versa. It was observed that Independence and academic achievement revealed a significant association between them (R= .199; p= .001) which means that increase in Independence will lead to increase in academic achievement and vice versa. Total emotional maturity and academic achievement showed a positive significant correlation (R= .200; p= .001) which interprets that as the overall total emotional maturity increases the academic achievement will also increase significantly and vice versa.

Except for social adjustment, all the areas of emotional maturity and total emotionality scores were significantly and positively related o academic achievement scores.

Table 2 Step-wise multiple regression-variables entered and other statistics (DV=academic achievement: IVs=areas of emotional maturity)

Model	Variables Entered	Variables Removed	R	R ²	Adjusted R ²	Contribution (%)
1	Emotional stability		.199	.040	.037	3.7%
2	Independence		.230	.053	.048	1.1%
3	Social adjustment		.252	.064	.056	0.8%
Total						5.6%

Stepwise multiple regression revealed that out of 5 areas of emotional maturity, 3 areas only majorly predicted academic achievement of the students. The 3 areas of emotional maturity entered in the equation to predict the academic achievement of the sample were emotional stability, independence and social adjustment. The contributions made by each of the variable in stepwise manner are 3.7%, 1.1% and 0.8% respectively. All these 3 areas of emotional maturity contributed to 5.6% of the academic achievement of the sample and remaining of the contribution to the psychological wellbeing unaccounted for.

DISCUSSION

Major findings of the study

There was a positive and highly significant relationship between emotional stability, emotional progression, personality integration, independence and total emotional maturity and academic achievement; while only social adjustment was found to not have a significant relationship.

Three areas of emotional maturity majorly predicted the academic achievement of the students and the contributions made were 3.7%, 1.1% and 0.8% for emotional stability, independence and social adjustment respectively.

It is clear that there is a high positive relation between the emotional maturity and the academic achievement of the students. Students who seem to be more emotionally mature will achieve higher in academics and there are many such studies which support the same. Dharmi (1974) in his study examined the intelligence, emotional maturity and financial status as elements characteristic of achievement in academic achievement of IX and X class students of age group 14+ and 15+ of different categories of students of Punjab and found a high huge relation between emotional maturity, intelligence and academic achievement of secondary schools students. The investigation likewise revealed parent's schooling, type of house in which family lives, family salary and kind of reading material positively affects the emotional maturity of the children.

Muley, Patnam and Vasekar (2003) examined the emotional maturity of school going children who live in the rural and urban regions and the influencing factors. The rural children vary in their emotional maturity from the urban children, which was examined in this study. The sample comprises of 120 children, of which 60 were from rural and 60 from urban regions. Huge positive relationship was found between urban children' emotional maturity and their academic achievement, chronological age, ordinal position capacities, size and kind of family, nurturing, general mental capacity number of companions just as their parental age, education and business while no huge connection was found between rural children' emotional maturity and their background factors.

An investigation led to look at the part of emotional maturity and emotional intelligence in learning and achievement, on 300 male Intermediate students of Meerut city. Discoveries uncover that emotional maturity has unimportant impact on adapting however huge impact on academic achievement. Emotional maturity has irrelevant impact on adapting however huge impact on academic achievement (Amit & Reena, 2012).

Malliick, Singh, Chaturvedi and Kumar (2014), in their investigation found that (a) there is critical contrast among male and female higher optional students regarding level of emotional maturity. (b) There is no huge contrast among rural and urban higher secondary students regarding level of emotional maturity. (c) There is no critical contrast among government and supported higher secondary students as for level of emotional maturity. (d) There is critical contrast between day scholar and lodging remaining higher secondary students regarding level of emotional maturity and (e) there is huge distinction among male and female higher secondary students concerning level of achievement.

Shanmuganathan and Chinnappan (2014) investigated the degree to which the Emotional maturity and Parental Support have the connection with academic achievement among higher secondary course students. The descriptive survey research strategy was utilized for

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the investigation. In the current investigation test of 1000 adolescents (385 boys and 615 girls) were taken by utilizing proportionate stratified random sampling technique. The discoveries of the examination uncovered that: (a) there is a critical relation between the emotional maturity and academic achievement of young adult students; (b) there is a huge connection between the parental encouragement and academic achievement of adolescent students.

From this we can conclude that there is a significant importance of emotional intelligence which can be included as an awareness program to teachers to enable them to identify, improve and enhance the quality of experience of the students so that the students can directly improve their academic performance and indirectly help them manage their issues and obstacles that they face in general.

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Conflict of Interest

The author declared no conflict of interest.

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