

Emotional Maturity and Academic Achievement among Adolescents of Kashmir

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ABSTRACT

The research study was carried to explore the Emotional Maturity and Academic Achievement among adolescents of Kashmir. Descriptive survey method was used in the current study and the respondents were selected through stratified random sampling technique. To meet the required goal 400 secondary school students were selected as adolescents (200 males and 200 females) among them 200 each from government and private schools of Kashmir division. Kulgam and Baramullah district represented the south and north Kashmir respectively for data collection. The tools used for data collection were Emotional Maturity scale by Sabapathy (2017) and Academic Achievement means the aggregate marks obtained by the sample group of students from there previous year examination. To analyze and interpret the data percentage, mean, S.D, t-test and pearsons product movement correlation method were used as statistical techniques. The result findings revealed that 10.25%, 55.25% and 34.50% of low, moderate and high emotional maturity were found among adolescents of Kashmir respectively. A significant difference was found between male and female adolescents of Kashmir on emotional maturity. A significant difference was found between government and private school students on academic achievement. A significant positive correlation was found between emotional maturity and academic achievement among secondary school students of Kashmir.

Keywords: *Emotional Maturity, Academic Achievement, Adolescents*

The developmental transition from childhood to adulthood a landmark period of life called the adolescence. The said period of life is generally considered to begin with puberty- the process of the ability to reproduce. Adolescence usually begins from 11 or 12 years until the late teens or early twenties. The years of adolescence are generally healthy but still the notion of stress and strain dominates the growing lads (Scheidt, Wyatt & Aszmann, 2000). Despite being in their overall good health, many younger adolescents especially girls report frequent health problems and symptoms, such as headache, stomachache, backache, feeling lonely or low (Scheidt et al., 2000). Boys and girls who enter puberty early or whose cognitive maturation comes late are especially prone to risky behavior (D.P.Orr & Ingersoll, 1995). Adolescents who do not receive needed care and

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attention at proper time are at increased risk of physical and mental health problems, including frequent smoking and drinking (Ford et al., 1999). Adolescents thinking sometimes seems strangely immature they may be rude to adults or have trouble making up their minds what to wear. Such immaturity of thinking manifests itself in at least six characteristics ways like idealism and criticalness, Argumentativeness, Indecisiveness, Apparent hypocrisy, self-consciousness and personal fable (Elkind, 1998).

Emotional maturity is a process in which the person is continuously striving for greater sense of emotional health, both intra-psychically and intra- personally (Smithson, 1974). Emotional maturity is the process of readjustment the infant loams under parental direction what situations after legal opportunities for emotional reactions and to what extent, so that primitive elemental psychological response that we call emotion becomes pattered in line with approved from the decleration favored by culture (Frank,1964). Emotional maturity is defined as the degree to which a person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to smile; his capacity for whole hearted sorrow, when such an occasion arises and his capacity to show fear when there is time to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit when they are afraid (Jersild, 1963). An emotion is defined as a complex psychological state that involves three clearly distinct components: a subjective experience, a physiological response and a behavioral or expressive response. Human being possesses both positive and negative emotions. Positive emotions act as the motivating drive throughout the span of human life; affecting thoughts and actions of an individual. On the contrary negatives emotions direct to destructive aspirations which further may lead to different mental health problems (Hockenbury, 2007). The classroom is an emotional place for the students were they express their emotions. Quality emotions help students to perform and give their best potential in the classroom. These all emotions can have important effects on students learning and achievement. Emotions control the attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning among students. Emotions affect personality development, psychological health and physical health of students (Nehra, 2014). The development of emotion will lay a strong and lasting foundation to enrich child's personality. Adolescents with high and better emotional maturity have good ability of manage, express and control themselves in every part of action of life (Geeta & Vijayalaxmi, 2006). An adequate theory of emotional maturity must be taken an account of full scope of the individual power and his ability to enjoy the use of his powers in life (Morgan, 1924).

Academic achievement can be defined as what a student does or achieve at end of any academic programme in school, college or university, in a laboratory, library or project work. Academic achievements are commonly measured by examinations or continuous assessment which can be formative or summative but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts (Ward, Stoker & Murray, 1996). Individual differences in academic performance for any academic programme have been linked to differences in intelligence and personality. For better academic performance and higher grades apart from IQ, other competencies like emotional self-awareness, optimism, achievement motivation, self-control and communication skills are also required (Goleman, 1996). Academic achievement as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the instructor of school (Good, 1981). Academic achievement is the level of skill attained in academic work or as formally acquired knowledge in the school subjects which often by percentage of marks obtained by

students in examination (Kohli, 1975). Academic Achievement is a thing that somebody has done successfully; especially using his own effort and skill (Oxford dictionary, 2000). From the definitions given above, it may be said in conclusion that academic achievement is the core of wider term Educational growth and perhaps none would deny the importance of academic achievement in student's life. It is the sum total of what a student has acquired during a particular academic year or overall, in life. Achievement in the school may be taken to mean any advisable learning that is observed in the students. Since the word advisable implies a value judgment. So, it is obvious that a particular piece of learning may be referred to as achievement or not depends upon whether it is considered advisable or not. Achievement is concerned to a greater extent with the development of knowledge, understanding and acquisition of skills by a student at a particular point of time or sum total of all academic pursuits. It has been found that students who are higher in conscientiousness (component of emotional intelligence linked to effort and achievement motivation) and curiosity tend to achieve highly in academic settings (Sophie, Benedikt, & Tomas, 2011). Many researches were conducted to explore the relationship between stress and academic achievement of undergraduate students and it is found that stress affects students academic achievement thus makes them to suffer (Elliot et al., 2005; Choi, Abbott, Arthur & Hill, 2007). Students complained of feeling stressed academically when it comes to face exams and grade competition among fellow students and having too much information to study yet insufficient time to master the knowledge (Carveth, Gesse & Moss, 1996). Bennett (2003) reported a similar finding that stress is significantly correlated with poor academic performance in his study of business undergraduates, so this very academic achievement requires a very strong emotional back up to face the adversities related to their academics. The association between academic and social performance among students has been demonstrated in a number of empirical studies in North America and West Europe (e.g., Green, Forehand, Beck, & Vosk, 1980; Havighurst, Bowman, Liddle, Mathews, & Pierce, 1962; Wentzel & Asher, 1995). In general, it has been found that children who display sociable and prosocial behavior are likely to achieve highly in academic areas, in simple terms it means those who possess good social skills have better academic performance (e.g., Green et al., 1980; Masten et al., 1995; Wentzel & Asher, 1995). In contrast, children who are disruptive and aggressive, fare poorly on academic achievement (e.g., Dishion, 1990; Masten et al., 1995).

Emotional Maturity and Academic Achievement

Being emotionally matured has direct consequences on the academic achievement of students. When students are emotionally matured they can handle various anxieties and stressors through their skillful abilities consequently led to higher academic achievement (Aggarwal, 2007 & Singh, 2011). Various co relational analyses reveal that a positive and significant relationship exists between emotional maturity and academic achievement (Arumugam, 2013). The research findings from a study between emotional maturity and academic achievement showed that there was a significant relationship between emotional maturity and academic achievement of the urban students and for the total sample (Das, 2014). Research findings from another study entitled relationship between emotional maturity and self concept of academic achievement of college students at the secondary stage and the sample size for the study was 200 students. Findings show that there is a significant difference in the emotional maturity of students of government and private schools. There is a significant difference in the emotional maturity of students who are in hostels and day scholars. It was also found that there is a significant negative correlation between self-concept and emotional maturity among the college students (Gakhar, 2003). Negative emotional reactions tend to persist for unusually extended periods of time. These

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problems in emotional regulation contract the ability of a person to think with clarity make decisions and cope with stress. These disturbances in psychological homeostasis affect the academic performance of student (Stults-Kolehmainen & Sinha, 2014; Kendall *et al.*, 2000). The various stresses of a student include like living away from home, making the transition to a more independent living with less supported condition, and coping with daily demands. Further, exposure to serious illnesses and deaths may provoke a stressful reaction in some students (Rabkin & Struening, 1976; Salleh, 2008). The abundant interventions have been shown to reduce the effects of stress on student's health and academic performance (Barlow, 1984; Vitaliano *et al.*, 1984). Holding on to strong emotions needs a high degree of awareness because intense emotions can take over the power of reasoning which led to lower grades. Maintaining awareness during the emotional processing will allow the students to "ride the waves" (Grant *et al.*, 2013). The research results conclude with suggestions that developing awareness of emotional intelligence and emotional maturity that impact the student's academic achievement. The study results support the hypothetical view that there is an association between emotional intelligence and student's academic achievement (Bhagat, 2017). Emotional immaturity impacts the academic score of students (Sharma, 2012). The findings from a study demonstrate that male adolescents differ on emotional maturity as compared to female adolescents. Female adolescents are higher on self confidence in comparison to male adolescents and academic achievement front the urban adolescents stand better than the rural adolescents (Lal, 2014). The investigator found that the high school boys and private high school students are emotionally matured (Subramanian, 2013). A considerable number of studies show that intelligence is one of the most important predictors of academic performance (e.g., Karbach, Gottschling, Spengler, Hegewald, & Spinath, 2013; Weber, Lu, Shi, & Spinath, 2013). In general, correlations between intelligence and academic performance range from .30 to .70, (Colom & Abad, 2007; Lynn & Vanhanen, 2012). Personality also plays an important role in the prediction of academic achievement because it affects student motivation and behavior in work situations (e.g., Paunonen & Ashton, 2013; Richardson, Abraham, & Bond, 2012). It has been found emotional maturity has a direct bearing with academic self efficacy. Less the emotional immaturity higher the academic self efficacy and better the academic grades (Ganie & Mehreen, 2020). Emotional maturity has been positively and significantly related to achievement in mathematics, achievement in general science and achievement in social studies (Sabapathy, 1986). Besides the studies of (Rajakumar, 2012), (Jadeb, 2015), (Green *et al.*, 1980), (Masten *et al.*, 1995), (Wentzel & Asher, 1995), (Dishion, 1990; Masten *et al.*, 1995), (Greenberger, 1982), (Rao, 1997), (Ediger, 1997) proves that emotional maturity has a role in academic achievement.

Objectives of the study

- To explore the levels of emotional maturity among adolescents of Kashmir.
- To compare male and female adolescents of Kashmir on emotional maturity.
- To compare government and private secondary school students of Kashmir on academic achievement.
- To find the relation between emotional maturity and academic achievement among adolescents of Kashmir.

Hypotheses

H01. There is no significant difference between male and female adolescents of Kashmir on emotional maturity.

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H02. There is no significant difference between government and private secondary school students of Kashmir on academic achievement.

H03. There is no significant relationship between emotional maturity and academic achievement of adolescents in Kashmir.

Sample

Adolescents in the study under investigation were secondary school students of Kashmir division. The sample of the present study entitled emotional maturity and academic achievement among adolescents of Kashmir consisted of 400 secondary school students who had appeared in annual examination 2020 held by JKBOSE. The required sample was obtained through stratified random sampling method from two districts of Kashmir (Kulgam representing South Kashmir and Baramullah representing North Kashmir).

Tools Used

- Emotional Maturity Scale (Sabapathy, 2017). The tool is a four point likert scale, consisting of 44 items measuring six dimensions of emotional maturity.
- Academic achievement means the aggregate marks obtained by the sample group of students from their previous year examination, obtained from the educational institutes where the sample of students is enrolled.

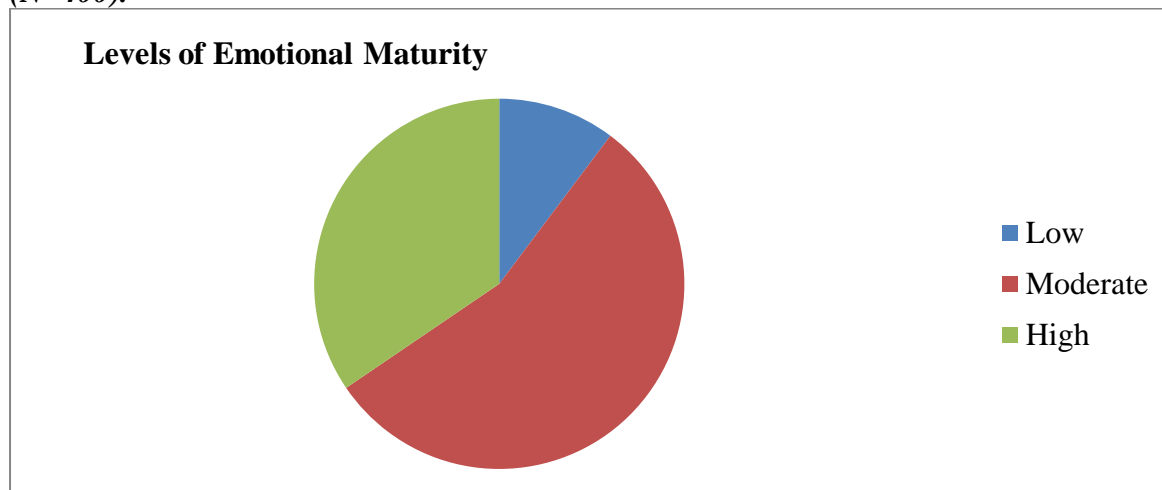
ANALYSIS AND INTERPRETATION OF DATA

Table 1. Frequency and Percentage of different levels of Emotional Maturity.

S.No	Levels of Emotional Maturity	Frequency	Percentage
1	Low	41	10.25%
2	Moderate	221	55.25%
3	High	138	34.50%
Total		400	100%

The Table 1 gives the description of the total respondents on different levels of emotional maturity. The said table reveals that 10.25% of respondents have shown low emotional maturity, 55.25% falls in moderate level of emotional maturity, 34.50% possess high emotional maturity. The results are supported by early findings that of (Subbarayan, 2011), (Lakshmi, 2011), (Wani,2015),(Devi,2017),(Kalaisven, 2016), (Bindu,2014).

Figure 1. Pie Chart showing different levels of emotional maturity of total respondents (N=400).



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Table 2. Mean comparison of male and female secondary school students on emotional maturity (N=200 in each group).

Gender	N	M	S.D	df	t-value
Male	200	125.8	11.34	398	3.08*
Female	200	122.4	10.76		
		N=400			

**Significant at 0.01 level*

Table 2 reveals that t-value of the sample is (3.08>2.58) with degrees of freedom (df) is 398 at 0.01 level of significance. This difference is considered to be statistically significant hence the hypothesis H01 i.e., there is no significant difference between male and female adolescents of Kashmir on emotional maturity is rejected. As the assumption is proved wrong, it can be concluded that there is difference in emotional maturity of boys and girls. It is evident from the table that boys are more emotionally mature than girls.

The results are in conformity with the previous studies of (Aleem, 2005), (Kaur, 2006).

Table 3. Mean comparison of government and private secondary school students on academic achievement (N=200 in each group).

School	N	M	S.D	Df	t-value
Government	200	84.40	7.95	398	8.29*
Private	200	91.12	8.21		
		N=400			

**Significant at 0.01 level*

Table 3 reveals that t-value of the sample is (8.29>2.58) with degrees of freedom (df) is 398 at 0.01 level of significance. This difference is considered to be statistically significant hence the hypothesis H02 “there is no significant difference between government and private secondary school students on academic achievement” is rejected. It is evident from the table that private school students are academically bright than government school students. (Rinku,2014),(Rasool,2018), (Azigwe,2016), (Akaguri,2013) support the research findings.

Table 4. Showing the Pearson’s correlation coefficient(r) between Emotional Maturity and Academic Achievement.

Variables	r
Emotional Maturity	0.37*
Academic Achievement	

**Significant at 0.01 level*

The Table 4 reveals that there is a significant positive correlation between emotional maturity and academic achievement (r = 0.37), indicating “more the emotional maturity high is the academic achievement”. Thus, our null hypothesis H03 There is no significant relationship between emotional maturity and academic achievement of adolescents in Kashmir stands rejected. (Baron,2004), (Hetal,2013), (Majinder, 2001), (Aggarwal,2013), (Christie, 2007), (Bindu,2014), (Shafeeq,2015) are in support of our research findings.

CONCLUSION

The result findings have shown that 10.25%, 55.25% and 34.50% of low, moderate and high levels of emotional maturity have been found among adolescents of Kashmir respectively. A significant difference was found between male and female adolescents of Kashmir on emotional maturity, males were found to be more emotionally mature than females. A significant difference was found between government and private secondary school students on academic achievement. Private school students have more academic achievement than government school students. Moreover, a positive correlation was found between emotional maturity and academic achievement among secondary school students of Kashmir.

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Conflict of Interest

The author(s) declared no conflict of interest.

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