



REVIEW ARTICLE

EMOTIONAL MATURITY AND ACADEMIC PERFORMANCE OF ADOLESCENTS

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ABSTRACT

Emotional maturity refers to the ability to understand and manage one's emotions. Academic performance refers to the grades obtained by the students. Emotions play a key role in behavior and influence the achievements of life. The aim of the study is to find the relationship between Emotional Maturity and Academic performance of adolescents. Null hypothesis was adopted. Sample consists of 60 college students belonging to the age group of 17 to 20 years, purposive sampling method was adopted. The results are analysed by computing Pearson correlation and the results indicate that there is no significant relationship between emotional maturity and academic performance. Independent sample t-test is computed to study the gender difference in emotional maturity and academic performance and the result indicates that there is a significant gender difference in emotional maturity and academic performance.

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INTRODUCTION

As defined by the Webster's New Collegiate Dictionary (1977), adolescence refers to the, 'process of growing up' or to the 'period of life from puberty to maturity'. Linguistically as well the word is a Latin word meaning 'to grow up' or to 'come to maturity'. Adolescence is marked by dramatic physiological changes in size and shape and setting up of puberty. Santrock (1993) defines adolescence as, the developmental period of transition between childhood and adulthood that involves biological, cognitive and social changes. For practical purpose the beginning of adolescence remains closely associated with the beginning of puberty although it is no longer synonymous with it. It is however difficult to determine its ending since it merges into early adulthood. Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. Emotions have strong link with urges, needs and interests. A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home

environment, school environment, society, culture and to a great extent on the programmes watched on television. Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. Emotional maturity can be called as a process of impulse control through the agency of self or ego. Dosanjh (1960), "Emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency". Singh (1990), "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned". A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life; he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, intellectual and socio behavioural changes occur in life.

Achievement: Achievement is accomplishment or proficiency in given skills or body of knowledge; it is the progress in school theoretically different from intelligence but overlaps with it's to a greater extent. According to Good C.V. (1959), "Achievement is the accomplishment or proficiency of performance in a given skill or body of knowledge."

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Achievement is the term used to indicate the degree of level of success attained in some general or specified area. It is the attainment of knowledge that will make an individual able to make its use in the future situations failed by him.

Academic Achievement: In our society academic achievement is considered as a key principle to judge one's total capacities and potentialities. Hence academic achievement possesses a very imperative place in education as well as in the learning process. Academic achievement is the outcome of education. The respondents, teachers and institutions focus on achieving their educational goals. It is commonly measured by examinations or continuous assessments but it varies from institutions to institutions. Academic achievement is a term refers to the performance of the respondents. According to Crow and Crow (1985), academic achievement is "the extent to which a learner is profiting from instructions in the given area of learning i.e. achievement is reflected by the level to which skill and knowledge has been imparted to him." Academic achievement also indicates the knowledge attained and skill developed in the school subject, generally designated by test scores.

Review of Literature

Adolescents are the pillars of the future and their academic performance determines their career choice. Academic achievement is of greater importance for the students, parents and teachers. Emotional maturity influence the way an individual is adapted to his environment and may also affect academic performance. Upadhyay and Upadhyay, Vikrant. (2003) studied "Emotional Stability and Academic Achievement of Boys and Girls at Secondary Level." and concluded that emotions have both direct and indirect and indirect effect on personality. The direct effect came from physical and mental disturbances, while indirect came from reactions of members of the social group around the person who was experiencing the emotion. If the emotions were unpleasant or uncontrolled, they were damaging to the personality pattern. If pleasant and controlled then they had vice versa effect on life. The main findings were: (i) Boys are significantly emotionally stable than girls. (ii) There was no significant difference between boys and girls in academic achievement. (iii) There was no significant relationship between emotional stability and academic achievement of the students. Gakhar (2003) conducted a study on "Emotional maturity of students at secondary stage: self-concept and academic achievement". The study used a sample of 200 students of secondary stage, the study revealed: (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are hostellers and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept. It was found a significant negative correlation as found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity.

Ronald E. McNairs (2004) in his research on "learning pace of school children in regard to emotional maturity" found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want.

Vikrant Upadhyay and Upadgyay (2004) studied "Emotional stability and academic achievement of boys and girls at secondary level" at Ph.D. level and concluded their main findings: (i) Boys are significantly emotionally stable than girls, (ii) There is no significant difference between boys and girls in academic achievement. (iii) There is no significant relationship between emotional stability and academic achievement of the students. Ayodhya (2007) conducted a study on "Emotional problems in secondary school children and its relation to life events and scholastic achievement". In this study aimed at studying the emotional problems of school children and their relation to stressors (life events) and school achievement, on a sample drawn from class 10 students using survey method. Based on the results it was concluded that; secondary school students had significantly high rate of emotional problems; emotionally disturbed students had high life event scores and more number of events; boys had high life event scores and more no. of events; boys outnumbered girls in decreased scholastic achievement; the emotional problems found were of minor nature. Depression was the commonest emotional problem; emotional problems did not have influence on scholastic achievement in the present study; life events too did not have influence on scholastic achievement; no difference was found with regard to socio-demographic factors and emotional disorders, scholastic achievement and life events; no association was found between scholastic achievement and intelligence in the present study because the scholastic achievement stabilized at the lower level as the sample had low mean IQ at the beginning of the study.

Suman (2009) made a study of learning achievement in science of students in secondary schools in relation to their metacognitive skills and emotional competence. The study was conducted over a sample of 500 students of class IX (age between 13 to 15 years) from six secondary schools situated in South West Zone of Delhi. In this study he found that there were significant positive relationship between (i) emotional competence & learning achievement (ii) meta cognitive skills & learning achievement (iii) emotional competence & metacognitive skills of the students studying in secondary schools. Surjit Singh and Parveen Thukral, (2011) conducted a study on "Emotional Maturity and Academic Achievement of High School Students". The objectives of the study were: (i) To investigate the relationship of emotional maturity with academic Achievement of high school students; and (ii) To see the sex and regional difference on the basis of their emotional maturity. The sample comprised of 400 students of class X, out of them 200 were boys (100 rural and 100 urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. The tool used was Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990). The findings of the study were: (i) there exist no significant relationship between emotional maturity and academic achievement. (ii) No significant differences were observed between boys and girls and rural and urban students on the basis of their emotional maturity.

Many studies have been conducted to find the relationship between emotional maturity and academic performance on school students. Majority of the studies found that there is no relationship between emotional maturity and academic performance. Hence the present study aims to study undergraduate students, who are in the late adolescence.

Objectives of the study

1. To study the relationship between Emotional Maturity and Academic performance of adolescents.
2. To study the gender difference in emotional maturity of adolescents.
3. To study the gender difference in academic performance of adolescents.

Hypotheses

1. There is no significant relationship between Emotional Maturity and Academic Performance in adolescence.
2. There is no gender difference in the level of emotional maturity.
3. There is no gender difference in Academic Performance.

Sample

60 first year undergraduate students between 17 and 20 years were selected through purposive sampling, which includes 33 boys and 27 girls.

Tools

Emotional Maturity Scale (EMS; Singh and Bhargava, 1991). Psychometric Properties: Test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86. The scale was validated against external criteria, i.e., the (d) area of the adjustment inventory for college students by Sinha and Singh (1995). The inventory has 'd' area measuring emotional adjustment of college students. The no of items of this area is twenty one. Product moment correlation obtained between total scores on all twenty one(d) items and total scores on EMS was .64 (N=46). The Validity of the test is 0.64.

Academic Performance: First semester exam results were taken into consideration. Maximum possible score is 800.

Statistical analysis: Data is analysed using Pearson product moment correlation.

Table 1: shows the frequency of males and females

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	27	45.0	45.0	45.0
	M	33	55.0	55.0	100.0
	Total	60	100.0	100.0	

Table 2. N, minimum, maximum, total, mean and S.D in Emotional maturity and Academic performance

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
EM	60	80	213	7546	125.77	26.442
AP	60	283	683	31704	528.40	92.221
Valid N (listwise)	60					

Table 3: shows mean and standard deviation in emotional maturity and academic performance

Descriptive Statistics

	Mean	Std. Deviation	N
EM	125.77	26.442	60
AP	528.40	92.221	60

Table 4: shows the correlation co-efficient of emotional maturity and academic performance

Correlations

		EM	AP
EM	Pearson Correlation	1	-.241
	Sig. (2-tailed)		.063
	N	60	60
AP	Pearson Correlation	-.241	1
	Sig. (2-tailed)	.063	
	N	60	60

Table 5: shows N, Mean, S.D, SEM of males and females in Emotional maturity

Group Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
EM	F	27	117.48	28.559	5.496
	M	33	132.55	22.828	3.974

Analysis

This study was conducted on the sample of 60 students which includes 33 male and 27 female undergraduate students who belong to the age group of 17 to 20 years, obtained data was analysed using statistical tool SPSS 20. The descriptive statistics indicates that in Emotional Maturity the obtained minimum score is 80; maximum score is 213 with the mean score of 125.76 and the standard deviation 26.44. Minimum marks obtained is 283 and the maximum being 683 with the mean of 528 and the standard deviation is 92.22. The mean score indicates that adolescents are extremely emotionally immature and the mean academic performance indicates that on average students have secured first class in their exam. Pearson correlation is computed to find the relationship between emotional maturity and academic performance and the correlation is -0.241 which is not significant. This indicates that there is a low negative correlation between emotional maturity and academic performance, which is not significant. Hence we can say that, higher the level of emotional maturity, lower will be the academic performance. Thus hypothesis 1 is accepted, which states that there is no significant relationship between emotional maturity and academic performance. Independent sample t-test is computed to assess the gender difference in emotional maturity and academic performance. Females have the mean score of 117.4 and males have 132.55 in emotional maturity. The obtained t-value for gender difference in emotional maturity is -2.27, which is significant at 0.01 level. This shows that hypothesis 2 is rejected which states that there is no significant gender difference in emotional maturity of adolescents. Males have high score on emotional maturity than females, but the score indicates that both males and females are extremely emotionally immature.

Table 6. Shows the t- score of emotional maturity of males and females

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EM	Equal variances assumed	.246	.622	-2.271	58	.027	-15.064	6.632	-28.339	-1.789
	Equal variances not assumed			-2.221	49.334	.031	-15.064	6.782	-28.691	-1.437

Table 7. Shows N, Mean, S.D, SEM of males and females in academic performance

Group Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
AP	F	27	567.93	73.307	14.108
	M	33	496.06	94.433	16.439

Table 8. Shows t-score of academic performance

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AP	Equal variances assumed	2.293	.135	3.235	58	.002	71.865	22.216	27.396	116.335
	Equal variances not assumed			3.317	57.864	.002	71.865	21.663	28.501	115.230

The mean score of females in academic performance is 567.93 and males have the mean score of 496.06 and the obtained t-value is 3.23 which is significant at 0.01 level showing the gender difference in academic performance, thereby rejecting the third hypothesis which states that there is no significant gender difference in academic performance. This shows that female outperform males in their academics.

DISCUSSION

The transition period – adolescence brings in many changes. Adolescents strive for autonomy from parents, revise their personal identity and emotional autonomy. They are more oriented towards peers. Emotionally matured person will be able to keep his emotions under control; will have better adjustment with himself and with others. Education should bring in all round development of students. Emotional immaturity makes an individual get into risky behaviors like driving fast, seeking excitement, violent acts, attention seeking, breaking rules, aggressive behaviours, impatience, smoking and alcohol, disobeying to authority figures, experimenting with illegal drugs and the common stressors being adjusting because of the pubertal changes adolescents experience strong urges and they have weak control over it. They are more likely to get into more risky behaviours to college environment, poor results, restriction in choosing friends, deciding about further education, exams, sickness, strained relationships, environmental hazard like pollution, traffic, economical issues, ragging, time pressure, conflict between parents, sibling rive restrictions by parents for many issues like going out with friends, usage of mobile. High stress due to emotional immaturity influence the academic

performance in turn leads to poor results, they tend to have problem in forming and maintaining social relationships. Result of the present study indicates that adolescents are emotionally immature with good grades in their academic performance. This indicates the necessary to bring in changes in the education system to make sure overall development of students, rather than focusing only on academic achievements. Good grade in the academic achievements can be attributed to the changes in the system of grading, the sample for the present study are in CBCS system, which has marks reserved for extracurricular activities and the internal assessment marks also adds on to the good grades obtained. Attempts have been made to encourage the talents of the students, but there is a necessary to implement some programmes for the overall development of students.

Conclusion

1. There is low negative correlation between emotional maturity and academic performance, which is not significant. Hence first hypothesis is accepted which states that there is no significant relationship between emotional maturity and academic performance.
2. There is a significant gender difference in the level of emotional maturity, thereby rejecting the second hypothesis which states that there is no significant gender difference in emotional maturity of adolescents. Both males and females are extremely emotionally immature.
3. There is a significant gender difference in academic performance, thereby rejecting the third hypothesis which states that there is no gender difference in academic performance of adolescents.

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