

Effect of Emotional Maturity on the Study Habit and Academic Achievement of Secondary School Students

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Abstract – Emotional maturity signifies one's ability to apprehend and deal with his emotions. In complex situations, one's level of emotional maturity is an extensive factor that determines one's ability to cope with the situation. Secondary school stage is the period of life that is characterized by various physical, cognitive and emotional changes. Education is the process for overall development. The secondary school stage plays a prominent role in the personal as well as the professional development. There are many factors that affect the emotional maturity of the students, academic achievement and study habit being the two important ones. The present study concerns with assessing the effect of emotional maturity on the study habit and academic achievement of secondary school students. Emotional Maturity Scale constructed by Tara Sabapathy, Study Habit Scale by Dimple Rani and M.L. Jaidka and for assessing the academic achievements total marks of previous account were taken into consideration. The study has been conducted on a sample of 336 secondary school students of Aligarh district. Statistical techniques like mean, Pearson correlation, MANOVA with three way design i.e. (2×3×3) were used. The study leads to the conclusion that there exists a strong and positive relationship between emotional maturity, study habit and academic achievement. Further, there exists a non-significant multivariate interaction effect of gender, type of school and emotional maturity on the combined variables study habit and academic achievement.

Keywords – Academic Achievement, Emotional Maturity, Study Habit and Secondary school

INTRODUCTION

Emotion is the perplexing psycho physiological experience of a person's state of mind as it has an association with his internal as well as external environment. In human, emotions in a general sense include physiological excitement, expressive behavior and cognizant experience. Emotion is related with the state of mind, demeanor, character, disposition, and motivation. It is all around said that individuals are specks of insight above water on the ocean of emotions. An emotion is an affective understanding that goes with worked up mental and mental states and shows itself in his overt behavior. Emotion is an enchantment word that makes human life dynamic and makes him a multi-hued shell on the shore of ocean of the society. Emotions have a solid connection with urges, needs and interests. If they are fulfilled, an individual is said to appreciate a happy life and is genuinely emotionally stable. Unstable emotions now and then lead to deterioration of actions.

Emotional Maturity is one of the important components of personality development which has the characteristic of non-cognitive psychological concept. It is the ability

to control a situation without gratuitously intensifying them. Smitson [1] defines emotional maturity as a process in which an individual is continuously striving for a greater sense of emotional health both physically and within the personality. Emotional maturity might be considered as the potential factor in every sphere of life. One of the important aspects of any good educational institution is to help the learner gain the emotional maturity. Usually secondary school students do not have strong emotional maturity because of their inadequate control over their surroundings in comparison to an adult. An emotionally mature person has a greater control over his feelings and opinion. He behaves according to the accepted social norms and values. Jersild [2] is of the opinion that emotional maturity is the degree up to which a person has realized his capabilities for vividness of living and has developed capacity to relate with others. Crow and Crow [3] said that an emotionally mature person is the one who has the ability to overcome conflicts to contempt certain emotion stimulators that affect and view oneself objectively as he evaluates his

assets and accountabilities, striving towards an improved integration of thoughts attitude and behavior.

There has been a visible increase in the competition all over the world. For the progress of any student quality of academic performance has become a key factor. During the secondary school stage there is a high expectation of parents putting a huge pressure on students for better academic performance. Kohli [4] defined academic achievement as the level of proficiency attained in the academics or formally attained knowledge in the school subjects. In the field of education, academic performance holds a cardinal place and is considered as an outstanding enticement for the progress of any individual. Academic Achievement is basically an index of success of students' performance, teacher's effort and connotation of curriculum and attainment of educational objectives. A number of factors are associated with the success or failure of students in the schools. Study habit being one of the important key factor in the academic achievement. Study habit is basically the behavior of any individual towards his studies. Nagaraju [5] stated that study habit means the habit that an individual might have formed with respect to his learning activities. A plethora of studies has been conducted upon emotional maturity and academic achievement [6], [7], [8], [9] showed a positive correlation between the two variables. However, there are researches with contrary result also [10], [11], [12] showing negative relation between emotional maturity and academic achievement. Thus, emotional maturity is an important factor that exerts influence on the academic achievement and study habit of secondary school students. In this context, it gets very much necessary to study the effect of emotional maturity on the study habit of secondary school students. Keeping in view the above facts, the present study has been designed.

OBJECTIVES OF THE STUDY

The study aimed to establish relationship between emotional maturity, study habit and academic achievement of secondary school students. Specifically the study aims to find out the effect of emotional maturity on the study habit and academic achievement of secondary school students with respect to their gender and type of schools.

METHODS

The researcher has used descriptive method for survey. Random sampling technique has been employed by the investigator to draw out the representative sample of the population. The researcher further collected the

data, merged the data, and use the results to understand a research problem. The basic reason for selecting this research design was to strengthen the survey and have deeper understanding of the research problem. The study has been conducted on a sample of 336 secondary school students of Aligarh district.

Research Tools

For collecting data emotional maturity (independent variable), standardized scale developed by Tara Sabapathy consisting of six dimensions self-knowledge, self-confidence, acceptance of reality, self-control, social adjustment and consistency. For study habit (dependent variable), standardized scale developed by Dimple Rani and M.L.Jaidka comprising dimensions concentration, comprehension, planning, use of e-resources, interaction, study sets and drilling. For academic achievement (dependent variable), marks obtained by students in the previous class, i.e. ninth standard has been obtained. In order to establish the reliability of the tools used, the researcher administered a dry run on 100 respondents to confirm the reliability coefficient by cronbach alpha. The reliability coefficient for the emotional maturity scale was found to be .884 and that of study habit scale was .932.

Data Gathering Procedure

The researcher secured permission from the principal of selected schools in order to conduct the present study. The questionnaires were distributed personally by the researcher to the respondents and explained them the need and importance of the study. Necessary assistance was provided by the researcher in response to the queries of the respondents. The data collected were further tallied and tabulated and were subjected to descriptive and inferential statistics. For breaking down the data into meaningful results proper statistical strategies were utilised i.e., mean, standard deviation and factorial MANOVA. Statistical package for social sciences (SPSS) version 20 software was utilized to analyze the data in this study.

RESULTS AND DISCUSSION

An analysis of the data collected revealed the following findings:

Objective--I: To study the relationship between emotional maturity, study habit and academic achievement of secondary school students

H0: *There is no significant relation between emotional maturity, study habit and academic achievement of secondary school students*

In order to test the above hypothesis Pearson correlation has been used. The data for the same is presented in the table

Table 1: Correlation between variables

Variables	Study Habit	Emotional Maturity	Academic Achievement
Study Habit	1	0.343**	-
Emotional Maturity	-	1	0.570**
Academic Achievement	0.408**	-	1

** Significant at the 0.01 level (2-tailed)

A perusal of the table 1 reveals that there is a significant and positive relationship between study habit and emotional maturity ($r=.348, p<0.01$); study habit and academic achievement ($r=.408, p<0.01$); emotional maturity and academic achievement ($r=.570, p<0.01$). This leads to the conclusion that a strong and positive relationship has been found between the study habit, emotional maturity and academic achievement. This means that if the emotional maturity of the student is high then there is a good study habit and high academic achievement found in the students. Therefore the null hypothesis framed “*there is no significant relation between emotional maturity, study habit and academic achievement of secondary school students*” is rejected. It is very much necessary for the students to cope up with the psychological stress, develop self-confidence, resolve conflicts and handle peer pressure. Study habit and academic performance endeavor is mostly

contingent upon the psychological strength and emotional maturity in handling a situation [13], [14], [15].

Objective--II: To find out the effect of emotional maturity on the study habit and academic achievement of secondary school students with respect to their gender and type of schools.

H0: *There is no significant effect of emotional maturity on the study habit and academic achievement of secondary school students with respect to their gender and type of schools.*

For testing the above-stated null hypothesis two-way MANOVA ($2 \times 2 \times 3$ factorial design) was used. The description of the results showing main and interaction effects are presented in the table 2.

A two way MANOVA revealed a significant multivariate main effect of type of school on the combined criterion variables (study habit and academic achievement), Wilks’=.967, $F(3,323)=5.469, p=.005$. A significant main effect was also found between emotional maturity and dependent variables (study habit and academic achievement) Wilks’=.920, $F(4,646)=6.906, p=.000$. A significant multivariate first order interaction is found between gender and type of school on the criterion variables, Wilks’=.977, $F(3,323)=3.843, p=.022$. There was a non-significant multivariate interaction effect of gender, type of school and emotional maturity on the combined variables study habit and academic achievement Wilks’=.974, $F(4,646)=2.161, p=.072$.

Table 2. Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig
Gender	Wilks' Lambda	.988	1.899	2.000	323.000	.151
Type of School	Wilks' Lambda	.967	5.469	2.000	323.000	.005**
Emotional Maturity	Wilks' Lambda	.920	6.906	4.000	646.000	.000**
Gender* Type of School	Wilks' Lambda	.977	3.843	2.000	323.000	.022**
Gender*Emotional Maturity	Wilks' Lambda	.994	.481	4.000	646.000	.749
Type of School*Emotional Maturity	Wilks' Lambda	.984	1.274	4.000	646.000	.279
Gender* Type of School* Emotional Maturity	Wilks' Lambda	.974	2.161	4.000	646.000	.072

** Significant at 0.01

Table 3. Test of Between Subjects Effect

Source of Variation	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Study Habit	1631.972	1	1631.97	2.195	.139
	Academic Achievement	235.755	1	235.755	1.775	.184
Type of School	Study Habit	7877.589	1	7877.58	10.594	.001**
	Academic Achievement	75.123	1	75.123	.566	.453
Emotional Maturity	Study Habit	18461.509	2	9230.75	12.414	.000**
	Academic Achievement	556.213	2	278.107	2.094	.125
Gender* Type of School	Study Habit	3735.390	1	3735.39	5.024	.026**
	Academic Achievement	315.988	1	315.988	2.380	.124
Gender*Emotional Maturity	Study Habit	1314.959	2	657.479	.884	.414
	Academic Achievement	22.138	2	11.069	.083	.920
Type of School*Emotional Maturity	Study Habit	494.581	2	247.290	.333	.717
	Academic Achievement	592.035	2	296.018	2.229	.109
Gender* Type of School* Emotional Maturity	Study Habit	3222.151	2	1611.07	2.167	.116
	Academic Achievement	617.934	2	308.967	2.327	.099
Error	Study Habit	240920.412	324	743.582		
	Academic Achievement	43023.584	324	132.789		
Total	Study Habit	2654931.353	336			
	Academic Achievement	1692336.000	336			

** Significant at 0.01

Further, a separate ANOVA was conducted for each criterion variable, there was significant univariate main effect of type of school on study habit to check at which level the difference lies the mean value of government and private school students on their study habit was calculated separately (Government school=91.07 and Private school=76.75). It was concluded that government school students study habit was found to be greater than private school students. There was significant univariate main effect was also found between the emotional maturity and study habit of secondary school students. Post hoc test was conducted to know the exact level of emotional maturity at which the difference lies.

Table 4 Post Hoc Test Multiple Comparison of Independent Variable: Emotional Maturity

	(I) Emotional Maturity	(J) Emotional Maturity	Mean Difference (I-J)	Std. Error	Sig
Scheffe	Low	Middle	4.29	3.620	.464
		High	25.29	4.635	.000**
	Middle	Low	-4.29	3.620	.464
		High	21.01	4.000	.000**
	High	Low	-25.29	4.635	.000**
		Middle	-21.01	4.000	.000**

**Significant at 0.01 level

It is revealed from the table ($P = .000 < 0.01$) that there is significant difference in the study habit between low and high emotional maturity of the secondary school students. In the same way significant difference was found between the study habit of middle and high emotional maturity ($p = .000 < 0.01$). Further, the mean

values of study habit for the students having different maturity level was calculated and was found high emotional maturity is 90.86, middle emotional maturity is 86.58 and low emotional maturity is 65.57 which concludes that students who are high in emotional maturity have good study habit and vice versa. This is clearly visible from the graph.

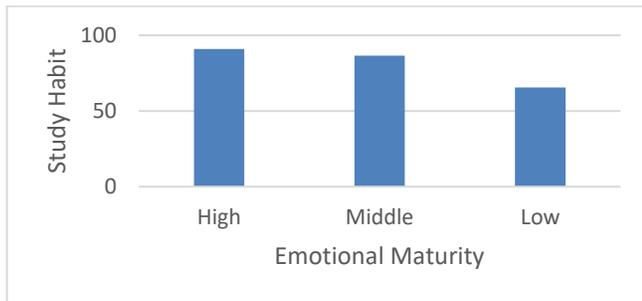


Fig1: Comparison of Means of Study Habit between low, middle and high emotional maturity

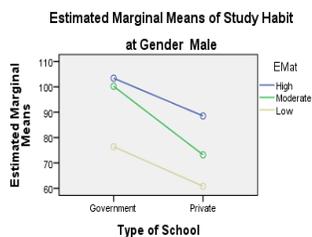


Figure 2: Showing Line Graph of Type of School x Emotional Maturity of Male Secondary School students

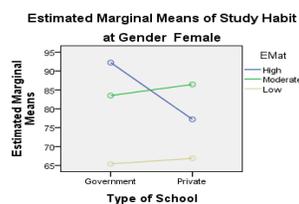


Figure 3: Showing Line Graph of Type of School x Emotional Maturity of female Secondary School students.

Further, the two way interaction effect of gender and type of school on the study habit of secondary school students was also found to be significant. The F value 5.024 is found to be statistically significant at 0.05 level. To examine the nature of this significant interaction effect between gender and type of school on the study habit of secondary school students, the investigator plots the two line graphs of two sexes as represented as in figures 2 and 3.

The horizontal axis of both the graphs 2 and 3 shows the type of schools i.e., government and private schools. Line one, line two and line three represents the high, moderate and low level of emotional maturity respectively. As evident from the graph the study habit of government school students is high whose emotional maturity is high among both male and female secondary school students. In the same way in the private school, students having high emotional maturity have a good study habit. There was a non-significant multivariate

interaction effect of gender, type of school and emotional maturity on the combined dependent variables study habit and academic achievement. Therefore, the null hypothesis “*There is no significant effect of emotional maturity on the study habit and academic achievement of secondary school students with respect to their gender and type of schools*” stands partially rejected. Demographic areas, type of schools, school environment and family climate are the number of factors that are associated with the emotional maturity of the students. Workshop related to the resilience building, enhancement of the skills and socio-psychological adjustments are been organized in schools for improving the emotional maturity of the school students which will ultimately lead to better study habit and academic achievement [16],[17], [18].

CONCLUSION AND RECOMMENDATION

The study shows a significant and positive relationship between the predictive variable (Emotional Maturity) and criterion variables (Study Habit and Academic Achievement). This implies that the high level of emotional maturity leads to the better study habits and high academic achievement. Acquiring emotional maturity is an imperative milestone in an individual’s life. Majority of secondary school students faces psychosomatic problems like frustration, anxiety, stress etc., which ultimately affects their academics. Low emotional maturity affects their learning habit, develops feeling of inferiority among them thus affecting their study habit and academic performance. In the recent times, the educational organizations and the society in which we are living are getting more and more complex. Students are facing huge problem related to emotional maturity, it is the responsibility of the educationists and teachers that problems like these should be identified as soon as possible and related remedial measures should be undertaken. School management and administration must initiate guidance and counselling programmes to sensitize students about their emotions and how to control it. Counselling must be provided to teachers so that they can look after the emotional changes in the behavior of the students and deal with the emotional trauma of the students. Furthermore, a teacher plays a prominent role in developing the personality of an individual. He can influence the attitude, thoughts, actions and behavior of his students.

As a result of the study, it is recommended that the curriculum should be planned keeping in view the issues, conundrum faced by the students. They should be

motivated to participate in co-curricular activities like sports and debates which may develop the virtues of brotherhood, leadership and team work in the students. The school administration should regularly monitor and evaluate the emotional behavior and performance of the students.

Since the study is limited to only one district, it may be recommended to conduct a similar a study on a larger population to further validate the results.

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