



Research Article

## A Comparative Analysis of Emotional Maturity and Academic Performance among Secondary School Students

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Article Info.	Abstract
Received: 18-08-23 Revised: 25-09-23 Accepted: 29-09-23 Published: 30-09-23	The current study explores the emotional maturity of secondary school pupils and how it relates to their academic ability. It is a comparative and quantitative study. The study provides insights about creating a positive environment for students which promotes their healthy growth and development, making them emotionally stable individuals. For this study, a sample of 200 students of grade 8 from 4 schools from Bahawalpur city was chosen. A standard emotional maturity questionnaire was used to determine their emotional health and the academic results of the grade 8 were used. Data Analysis was done using SPSS. Mean, SD were calculated and Pearson Correlation was used to analyze the relationship of emotional health and academic performance. Most of the students are find out to be extremely emotionally unstable. The study found a significant relationship between secondary school students' academic performance and emotional growth.
<b>Keywords:</b>	Emotion, Emotional Maturity, Emotionally Stable, Academic performance, Secondary School Students
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## **Introduction**

Emotions and intellect are very important elements in an individual's personality. The majority of the time, emotional considerations prevail over rational ones. More so than the intellectual side, an individual's emotional side influences their personality. Emotions have a bigger impact on a person's development than any other factor. Emotional health is crucial in determining a person's character. Balance emotions and positive growth and development are required to raise a mentally stable human being.

Emotions operate as a person's major motivating force throughout their lifetime, affecting their goals, actions, and beliefs. The potential for our emotions to serve as a sophisticated and nuanced guidance for us. The essential building blocks of everything else are emotions. When we are inspired, it doesn't only make us do something but usually serves as a motivation for action as well. Emotions are a stirred-up condition of an organism (Woodworth, 1945). In other words, it is how behavior seems to an outsider when emotions are aroused. Emotion, according to Hockenberry and Hockenberry (2007), is a complex psychological state comprised of three distinct elements: a subjective experience, a physiological reaction, and a behavioural or expressive response. Emotions have a significant impact on whether or not one's efforts succeed or fail. They are unique reactions to a particular event. Emotions built a connection between our thoughts and behaviors. An individual's life is driven by emotions which is a rather strong source. The energy a person needs to survive comes from their emotions, which also provide their minds the motivation they need to work. Mental and bodily emotions are both necessary for existence and influence how individuals behave. It is sometimes referred to as a magic phrase that is challenging to define and gives human existence more zest. A complex emotional state that alters cognition and conduct through physiological and psychological changes. It is the most powerful source of force that affects how people act and behave.

Being mature involves leaving childhood issues behind you and seeing yourself as an adult, capable of handling responsibilities that come up in everyday life. According to Finley (1996), mental maturity is the ability to endure and respond effectively to uncertainties, circumstances, or environment. The capacity of the mind and the aptitude to respond effectively to uncertainty, circumstances, or the environment are traits of maturity.

## **Review of Related Literature**

### **Emotional Maturity**

Emotional maturity results from healthy emotional development. An emotionally mature individual can manage his feelings and emotions in a way that is acceptable to other people. It encompasses a person's entire set of aptitudes, talents, and propensities for making use of and appreciating them. A person who has grown emotionally is able to deal with mood swings and may experience suffering alone. He is a good, controlled person when he shows emotion. A person who can communicate their feelings appropriately when and how is considered emotionally mature. In other words, emotional maturity is the ability to feel the right things at the right moments and express them in the right ways. As defined by Smitson (1974), emotional maturity is "a process in which the personality continually strives for greater sense of emotional well-being, both intra-psychically and intra-personally." A person's ability to develop a positive mental attitude is determined by their emotional development. Being emotionally mature is having the ability to respond appropriately to circumstances, maintain emotional control, and act appropriately around people.

## **Achievement**

Achievement or mastery of a particular skill or body of knowledge; it is the academic development that, while theoretically separate from intelligence, overlaps with it more than intelligence does. According to Good C.V. (1959), achievement is described as successful attainment of or performance proficiency in each skill or body of information. The term "accomplishment" describes the level of success made in a wide or particularly specified subject. A person who gains information will be able to use it in future situations where he has previously failed.

## **Academic Performance**

In today's culture, academic performance is seen as a key determinant of one's total potential and capabilities. As a result, both the educational process and the learning process itself depend greatly on academic performance. Success in school is the outcome of education. The aims of education are prioritized by individuals, educators, and organizations. Exams or continuing assessments are usually used to measure it, however the techniques vary per institution. "Academic performance" is the best way to summaries the respondents' results. Exams or continuing assessments are usually used to measure it, however the techniques vary per institution. "Academic performance" is the best way to summaries the respondents' results.

The degree to which a student has been taught a skill or information, or the degree to which a student has understood the instructions in the particular area of learning, is what Crow & Crow (1985) claim to be a reflection of academic accomplishment. Academic performance also refers to the understanding and level of experience in the academic field attained, which is typically demonstrated by exam results.

A study by Kaur (2013) explored a comparison of emotional growth of senior secondary school pupils based on their gender and kind of institution. The study found no discernible gender or institutional disparities in secondary school students' emotional development. Aggarwal (2013) led a study on the relationship between emotional intelligence, emotional maturity, and self-confidence and high school students' academic achievement. The study found distinct variations between high school students' academic performance at emotional maturity levels that are low and high. A pilot study on the emotional growth and academic performance of higher secondary pupils was undertaken by Mallick et al. (2014). Examining emotional development in connection to gender and educational setting was the study's major goal. Higher secondary school students are emotionally unstable, the study finds, and there are no differences in emotional maturity between male and female students or between students in government and private institutions. Another study on the emotional development of high school students in connection to gender and kind of institution was done by Subramanian and Veliappan (2013). The study found that high school girls have greater emotional maturity than high school boys, and that private students have greater emotional maturity than government students. Surjit (2014) studied how high school students' emotional growth affected their academic performance. The study also revealed that that girls are more emotionally stable than boys.

## **Objectives**

1. To find out the emotional maturity of secondary school students.
2. To examine the academic performance of secondary school students.

3. To compare the emotional maturity and academic performance of secondary school students.

### **Research Questions**

1. What is the emotional maturity of secondary school students.
2. What is the academic performance of secondary school students.
3. To what extent emotional maturity is differ from academic performance of students.

### **Delimitations**

The delimitations of the present study are:

- (i) The sample exclusively includes eighth-grade students.
- (ii) Only 200 secondary school students made up the study's sample.
- (iii) The investigation is only focused on secondary schools in Bahawalpur city.

### **Research Methodology**

The study was comparative in nature. Quantitative data were used to achieve the aims of the study. The following instruments were used to gather to get the data: (i) the standard Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990), (ii) the records of exam results of the students chosen for the sample were reviewed to gather their academic accomplishment scores. Sample of this study comprises of 200 secondary school students from four different schools in Bahawalpur City (two public and two private). Out of 200 students, 100 attended public schools (50 male and 50 female) and 100 attended private schools (50 male and 50 female). A disproportionate stratified random sample technique was used to collect the data. With the principal's approval, the researcher visited the eighth-grade students and distributed the questionnaire. The researcher briefed the students about how to attempt/fill the questionnaire. They were instructed to read the instruction and fill it out properly. Doubts and questions were addressed, and participants were given the chance to inquire about the meaning of statements that were beyond their comprehension. The researcher later collected it. The school records of the students chosen for the sample were checked in order to gather their academic accomplishment. Following data collection, scoring was carried out. The information gathered was statistically examined, and the findings were obtained.

### **Results**

**Table 1**

*Scores of Secondary School Students' Emotional Maturity*

Scores	Interpretation	No. of Students	Percentage of students
50-80	Extremely Stable	36	18%
81-88	Moderately Stable	27	13.5%
89-106	Unstable	38	19%
107-240	Extremely Unstable	99	49.5%

*Total N= 200*

According to Table 1, out of 200 pupils, 36 (18% are highly stable), 27 (13.5% are moderately stable), 38 (19% are unstable), and 99 (49.5%) are extremely unstable. According to the data, the majority of secondary school learners are found to be extremely emotionally unstable thus the null hypothesis 1 is rejected as difference is found between the emotional maturity of students.

**Table 2**

*Relationship between Students' Academic performance and Emotional Maturity*

Academic Achievement	Emotional Maturity	
	<i>r</i>	<i>p</i>
	.674**	.000

*r= Pearson Correlation, p= Sig. (2-tailed) 0.01 Level of Significance*

The correlation between secondary school students' academic success and emotional maturity is seen in table 2. The results above show that emotional maturity has a significant positive relationship with academic performance thus hypothesis 2 is rejected. The students who are more emotionally stable perform better in class.

## **Conclusions**

Finally, numerous research conducted in different countries have repeatedly proved the critical significance of emotional maturity in determining students' academic progress. Through the cultivation of self-regulation, empathy, effective communication, and motivation, emotional maturity emerges as a multifaceted predictor of success in educational settings. These findings underscore the need for an integrated approach to education, recognizing that academic excellence is intricately woven with the development of interpersonal and intrapersonal competencies.

As these studies spanned different cultural contexts, sample sizes, and educational levels, the robustness of the relationship between emotional maturity and academic performance becomes evident. From developed nations to emerging economies, emotional maturity consistently emerges as a determinant of effective problem-solving, stress management, and collaborative learning. This highlights the universal applicability of emotional intelligence in fostering not only cognitive growth but also the holistic development of individuals. Therefore, educators, policymakers, and stakeholders within the educational community are urged to recognize the significance of emotional maturity as an essential component of enhancing students' educational experiences and outcomes. By nurturing emotional intelligence, educators have the opportunity to pave the way for not only proficient learners but also well-rounded individuals capable of navigating the complexities of academia and life beyond the classroom.

## **Discussion**

Emotional maturity is a crucial component of personal development since it has an impact on many areas of life, including relationships, productivity at work, and general wellbeing (Goleman, 1995). It includes the ability to recognize, understand, manage, and effectively employ one's own emotions as well as those of others (Salovey & Mayer, 1990). Emotional maturity is not solely determined by age or experience, but rather, it involves a combination of self-awareness, empathy, adaptability, and effective communication skills. Individuals with high levels of emotional

maturity tend to have better interpersonal relationships, as they are capable of empathizing with others' feelings and perspectives (Brackett & Salovey, 2006). They can navigate conflicts and disagreements more effectively by remaining composed and seeking common ground. Furthermore, emotionally mature individuals are adept at managing stress and anxiety, demonstrating resilience in the face of challenges (Brackett & Rivers, 2014).

Academic performance is defined as a student's level of success in academic endeavors and is determined by a number of factors such as cognitive ability, study habits, and socioeconomic background. Grades, standardized exam results, and attaining educational milestones are common indicators. Academic success is an important indicator of a student's learning progress and potential for future success (Hanushek & Woessmann, 2008).

Students' emotional maturity affects their behaviour, attitudes, and overall approach to learning, which has a significant impact on their academic success. Students with higher degrees of emotional maturity cope better with stress and anxiety, allowing them to focus and pay attention during study sessions and exams (Brackett & Rivers, 2014). Furthermore, emotional maturity fosters effective problem-solving and decision-making, helping students to respond more adaptably to academic challenges (Mavroveli et al., 2009).

In the UK, a comparable study with a sample of 800 students was conducted. The results of the study showed that students who were emotionally mature had a favourable correlation between their emotional intelligence levels and their general academic achievement. Higher academic engagement and better grades were connected to higher levels of emotional intelligence (Cherniss et al., 2001). Another Japanese study found a strong correlation between students' emotional intelligence and their capacity to handle stress connected to their studies. This was connected to enhanced test results and general academic success (Saklofske et al., 2017).

Emotional maturity enhances students' interpersonal skills, which can positively impact their interactions with teachers, peers, and classmates. These skills include active listening, conflict resolution, and empathy, all of which contribute to a supportive learning environment (Brackett & Salovey, 2006). This environment, in turn, fosters better communication and collaboration, leading to improved academic outcomes. A study by Parker (2012) in Australia on 600 students showed that enhanced problem-solving skills, emotional regulation, and interpersonal communication was positively correlated to emotional stability. These skills were linked to higher levels of classroom participation, which in turn positively influenced academic achievement.

Another study of 1000 students in South Korea found that emotionally mature pupils had better levels of self-efficacy and academic motivation. Their ability to successfully create and pursue academic goals aided in greater academic performance and higher levels of achievement. Kim and Lee (2019).

## **Recommendations**

### **Implications for Education**

- (i) Teachers should be well-trained in recognizing and addressing pupils' issues.
- (ii) For optimal emotional and intellectual growth, a good democratic atmosphere should be provided in both the classroom and the school.
- (iii) Teachers should investigate the root causes of low academic achievement.

- (iv) Teachers should devote more time and attention to emotionally immature and nervous students.
- (v) The teacher should provide abundant positive reinforcement to the students.
- (vi) Schools' administration should provide counselling centers and other co-curricular facilities in schools.
- (vii) The administration shall provide advice and counselling services to students in schools.
- (viii) Parents should make every effort to offer a healthy environment for their children.
- (ix) Parents should foster emotionally mature behavior in their children.
- (x) Parents should provide a welcoming environment for their children so they can disclose any of their difficulties.

### **Suggestions for Future Researchers**

- (i) It can be expanded to include a broader sample from different provinces.
- (ii) Further research can be conducted with wider age groups.
- (iii) Comparative studies can be conducted among different countries.

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