

EMOTIONAL MATURITY AND SCHOOL ENVIRONMENT AS PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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Abstract

Academic achievement is a learner's progress and an outcome of learning in academic life. Emotional maturity is the application of emotional cognizance that enable an individual in managing emotion, expressing oneself and takes appropriate decision at a right time. School environment is the conditions, processes and psychological stimuli which affect the educational achievement. In present study objectives were to explore the relationship of academic achievement with emotional maturity and school environment, and identify significant predictor of academic achievement. The sample consisted of 508 respondents selected from senior secondary students through stratified sampling technique. The investigator administered Emotional Maturity Scale (Sharma & Shakir, 2019) and School Environment Inventory (Mishra, 2012) to collect data. Academic achievement was assessed based on GPA (Grade Point Average). Pearson correlation and regression analysis were computed in the study. The outcome exhibited that emotional maturity and school environment was significantly and positively correlated with academic achievement. Result of multiple regressions specified that emotional maturity and school environment appeared to be the significant predictor of academic achievement.

Keywords: Emotional maturity, school environment, academic achievement, Predictor

1. Introduction

Emotions are multifaceted phenomena consisting of multiple component processes that include affective, cognitive, physiological, and behavioral elements (Damasio, 2004). In the words of Woodworth (1921) emotion as, "A stirred up state of the individual" (p. 118). Saul and Pulver (1965) elucidate maturity, "The end stage of a process of development which has proceeded without being impeded or warped by internal (including inherited) or external forces" (p. 12). Emotional maturity is defined as an array of attitudes, abilities, competencies, and skills that influence one's ability to deal with diverse environmental demands (Ashkanasy et al., 2000). Its plays a pivotal role in life and has a crucial and positive relationship with overall adjustment (Mahmoudi, 2012).

An emotionally mature person is able to display his/her emotions in an appropriate degree with reasonable control at the appropriate context in different situations of life (Jeba, 2018). Emotional maturity motivates students to pursue their purpose according to their potential and transform them into productive entities (Pастey & Aminbhavi, 2006; Panth et al., 2015). Emotions were associated with learning and academic performance of students (Pekrun et al., 2011). The academically successful students had significantly high levels of emotional and social competencies in comparison to the academically unsuccessful students (Nasir & Masrur, 2010). An emotionally matured student can handle various anxieties and stressors to achieve higher goal through their skillful abilities and consequently emotional stability led to better academic achievement. Thus, emotional maturity has been positively and significantly related to academic achievement.

2. School Environment

Nature can provide the raw materials in the form of potentials, but it is the environment that polishes it and determines the extent of development (Umoh, 2006). According to Cohen et al. (2009) “school environment refers to the quality and character of school life based on people’s experience of school life and reflects goals, values, interpersonal relationships, teaching and learning practices, and organizational structures”. School environment influence the teaching, learning and the performance of both the teachers and the students in schools (Nsa et al., 2012). A positive school climate was seen to be associated with higher academic achievement and healthy behavioural outcomes for students (Voight et al., 2013). Kapri (2017) revealed significant correlation between the permissive school environment and underachievement of secondary school students.

Usaini et al., (2015) explicated that students from a school with better educational facilities, adequate resources, access to different facilities, effective teachers and conducive learning environment perform better than those from schools with fewer facilities, unqualified teachers and the less enabling environment. Chaturvedi M. (2009) elucidated that school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents. Cakir (2014) exhibited that underachievers were found to have low self-perception, low attitude toward their teacher and school, low motivation and goal valuation with respect to high achievers. Champa (2005) explicated that school environment to a large extent is determined by the diverse and active role of teachers, amenities provided by schools and the motivating academic atmosphere, exerts its influence straightforwardly or indirectly on the academic achievement of the students.

Thus, school environment is another important component of teaching learning process which affects the personality of the student directly as well as indirectly. To achieve educational goals and develop desirable attitudes, interest, appreciation, understanding, habits, abilities, knowledge and skills need a conducive environment.

3. Objectives of the Study

1. To study the relationship between criterion (academic achievement) and predictor variables (emotional maturity & school environment) among senior secondary school students
2. To identify critical predictors of academic achievement among emotional maturity and school environment of senior secondary school students

4. Hypotheses

In order to investigate the above-mentioned objective null hypothesis was formulated and testing statistically.

5. Methodology

Design: The present study encompasses quantitative approaches along with descriptive survey method for testing of pre-specified hypotheses to draw generalizations.

Sample and Sampling Techniques: The sample consisted of 508 senior secondary school students were selected through stratified sampling technique from Poonch and Rajouri districts of Jammu and Kashmir, India.

Research Tool Used: For collecting the data, the emotional Maturity scale developed by Sharma and Shakir (2019) and School Environment Inventory standardized by Mishra (2012) was used. Academic achievement was measured through the aggregate percentage in previous class.

Statistical Techniques Used: The investigator employed Pearson correlation coefficients and multiple regression analysis to analyse the data for the findings.

6. Analysis and Interpretation

H_0 1. There is no significant relationship between criterion (academic achievement) and predictor variables (emotional maturity & school environment) among senior secondary school students

A) Relationship of Emotional Maturity with Academic Achievement

Table 1

Correlation between criterion variable and predictor variables

Predictor Variables	Criterion Variable (Academic Achievement) (N = 508)
Emotional Maturity	0.478 **
School Environment	0.389**

** Correlation is significant at the 0.01 level (2-tailed).

Table exhibits that there is a significant positive correlation between academic achievement and emotional maturity ($r = 0.478, p < .001$). Similarly, coefficient of correlation between academic achievement and school environment came out to be $r = 0.389, p < .001$, which is statistically positive and significant at 0.01 level of significance. It reveals that any alternation in the predictor variable i.e., emotional maturity and school environment is bound to produce similar variation in criterion variable i.e., academic achievement. Based on Cohen’s (1988) benchmark of effect size, correlation values (r) specifies a medium strength of correlation between criterion variable and predictor variables.

B) Table Stepwise Multiple Regression Analysis

H_0 2. None of the variables predictor variables emotional maturity and school environment will significantly predict academic achievement among senior secondary school students

Table 2

Regression Analysis among Criterion and Predictor Variables

Predictor variables	R	R ²	R ² change	f ²	F -change	Durbin Watson
Emotional Maturity	0.478	0.228	0.228	0.29	119.995**	1.549
Emotional Maturity & School Environment	0.581	0.338	0.110	0.51	66.976**	

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

Table 2 exhibited the magnitude of predictability for predictor variables (emotional maturity & school environment) to criterion variable (academic achievement) comes out to be 33.8% ($R^2 = 0.338, F(2, 405) = 103.236, p < .001$). Predictor emotional maturity with individual contribution of 22.8% (R^2 change = 0.228, $F = 119.995, p < .001$) of the variance emerged as significant predictor in influencing the academic achievement followed by School Environment with 11.0% (R^2 change = 0.110, $F = 66.976, p < .001$), of the variance. Durbin Watson value is 1.549, implies that assumption of auto-correlation was not violated in this regression analysis. Based on Cohen’s (1988) guidelines of effect size, both predictors in combination stipulate a large strength contribution to academic achievement.

Figure 1 Graphically Exhibiting Contribution Explained by Emotional Maturity & School Environment in Academic Achievement

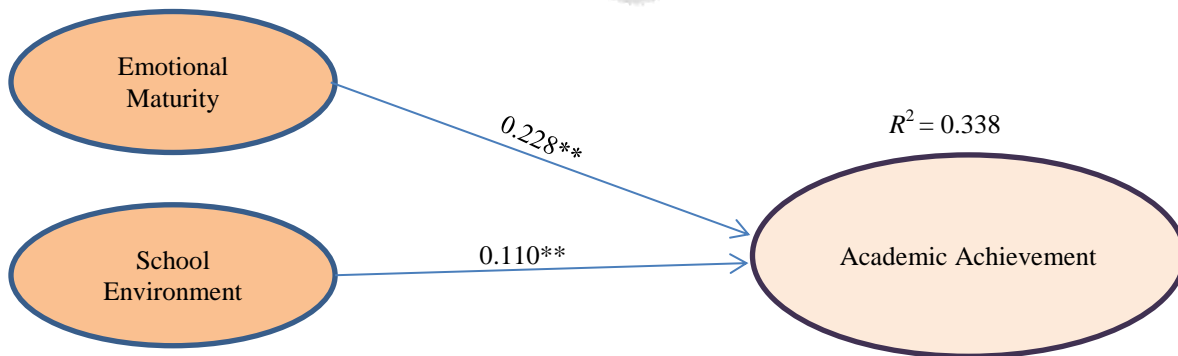


Table 3

Summary of ANOVA

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	8258.833	2	4129.416		
Residual	16199.981	405	40.000	103.236	.001**
Total	24458.814	407			

Predictors: (Constant), emotional maturity and school environment

*** Significant at the 0.01 level*

The ANOVA table 3, depicts that emotional maturity and school environment significantly explained variation in criterion variable (academic achievement) as $F(2, 405) = 103.236, p < .001$.

Table 4

Coefficient of Regression Analysis

Predictor Variables	Unstandardized Coefficients		Standardized Coefficient	t-value	Sig.
	B	Std. Error	β		
(Constant)	100.836	13.936		7.236	.001**
Emotional Maturity	0.820	0.077	0.435	10.673	.001**
School Environment	0.196	0.024	0.334	8.184	.001**

Criterion Variable: Scholastic Achievement

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

Table exhibits that emotional maturity ($\beta = 0.435, t = 10.673, p < .001$) has the strongest predicting power in influencing the academic achievement followed by School Environment having the β value = 0.334 of standardized coefficients beta and bearing t -value ($t = 8.184, p < .001$). An increase in per unit in emotional maturity and School Environment the academic achievement of students' increases by 0.820 and 0.196 units respectively. The predictor variables will cause a positive and significant change in the academic achievement of students.

7. Findings and Discussion

A significant positive correlation coefficient of medium strength was observed between academic achievement and emotional maturity. The outcome aligns with the findings of (Moshahid, 2017; Pant & Aswal, 2020; Razaqi & Musheer, 2019). Rukmini and Ramaswamy (2021) reported that emotional maturity emerged out as a significant predictor of academic achievement. However, contradictory findings were reported by Rai and Khanal (2017) that non-significant relationship was observed between academic achievement and emotional maturity. In the same manner, school environment had a significant positive link with academic achievement. The outcome is similar to the finding of (Bency & Prasad, 2013; Usaini, 2015). Usaini et al. (2015) reported that school environment appeared to be a significant predictor of academic achievement. However, contradictory Lawrence (2012) reported that non-significant relation between school environment and academic achievement.

8. Educational Implication

The existing literature suggested that emotional maturity and school environment are intimately connected with academic achievement. Academic underachievement and emotional instability putting students emotional state at risk which adversely affecting their academic achievement. It is responsibility of teachers, school administrators and parents to develop a conducive and congenial learning environment inside and outside the school to enhance optimum academic outcome and turn students into emotionally mature persons. Parents at home and teachers and administrations at school must create a favorable learning environment with maximum freedom where a student

freely expresses his feelings and thoughts. Trained counselor can help students especially of those who suffer from emotional imbalances to recover from emotional turmoil, behavioural issues and mental health. Collectively effort of all stakeholders to restrain negative feelings and instead focus on positive ones to deal effectively with emotional imbalances. There should be provision for physical activities to refresh body and brain thereby channelizes their energy in the right direction. The government should take the necessary steps to provide better educational facilities, adequate resources and access to different facilities to students.

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