

ROLE OF EMOTIONAL MATURITY AND EMOTIONAL INTELLIGENCE IN LEARNING AND ACHIEVEMENT IN SCHOOL CONTEXT

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Abstract

The aim of the present research was to examine the role of emotional maturity and emotional intelligence in learning and achievement. This study was conducted on 300 male Intermediate students of Meerut city. Findings reveal that emotional maturity has insignificant effect on learning but significant effect on academic achievement. Emotional intelligence has insignificant effect on learning but significant effect on academic achievement.

Key words: Learning, academic achievement, emotional maturity, emotional intelligence.

Introduction

The term learning covers every modification in behavior to meet environmental requirement. Learning is permanent change in behavior through experience and training. Academic achievement and the problem of underachievement have been one of the serious concerns of the educationists, social planners and administrators. It is known as the academic excellence or deterrence of the pupil. According to Kundu and Tutto(1980) academic achievement is supported to be the result of teaching and learning and achievement test presupposes instruction in the definite field for which the test are conducted. It can be said that academic achievement means the quality and quality of learning of subjects and as expressed in terms of examination marks or academic performance in other aspects of social life for example debate, competition etc.

According to Carter (1959) Academic achievement means “The knowledge attained or skills developed in the school subjects, usually determined by test scores or by marks assigned by teachers or both”.

“The percentage of marks and hence the maximum marks obtained out of total marks. Examinations have been taken as a measure of academic achievement by the investigator”. This type of achievement is concerned with academic or theoretical subjects, inculcation of which results the all round development of students. It has no concern with technical or professional acquisition.

According to Walter D. Smitson (1974) “Emotional maturity is a process which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra personally”. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

“Emotional intelligence” refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. It describes abilities distinct from but complementary to academic intelligence, the purely cognitive capacities measured by I.Q. Salovey and Mayer defined emotional intelligence in terms of being able to monitor and regulate one's own and other's feelings and to use feelings to guide thought and action. Several studies have revealed its relationship with emotional maturity (Parker, James D.A., Creque, Ronald E.Sr, Barnhart, David L., Harris, Jan Irons et. al, 2004).

The aim of the present study is to examine the role of emotional maturity and emotional intelligence in learning and achievement in school context. As early as in 1921, Terman suggested that the quality of a child's school work depends in part on other factor than intelligence such as health, regularity of attendance, attitude towards teacher, emotional stability, encouragement of home etc.

On the basis of review of literature following hypotheses regarding the above mentioned factors were formulated:

1. There would be significant difference between the mean learning scores of high emotional maturity and low emotional maturity subjects.
2. There would be significant difference between the mean academic achievement scores of high emotional maturity and low emotional maturity subjects.
3. There would be significant difference between the mean learning scores of high emotional intelligence and low emotional intelligence subjects.
4. There would be significant difference between the mean academic achievement scores of high emotional intelligence and low emotional intelligence subjects.

Method:

Sample: The present study is conducted on the population of Intermediate students of Meerut city proper. For this purpose three schools of the city were approached (CBSE schools). A sample of 300 male students of 12th classes were taken: The selection of the sampled subjects from the total population was done with the use of incidental cum purposive method of sampling. Those present in the class of the first day of data collection were included in the sample. It was purposive in the sense the only those schools were covered in the sample where male students studied. The method of sampling consisted of coverage of students of the entire population present on roll of the first day of data collection. Moreover selected sample was matched in terms of their age (16 to 18 years) residence (urban) and education (12th class).

Tools : The following tools were used:

1. **Personal Data Sheet :** Self prepared by the researcher incorporating items related to personal identity and academic achievement (Obtained marks in IX,X, and XI Class).Mean percentage of IX,X, and XI Class was used as measures of Academic Achievement.
2. **For measuring learning :** Learning experiment having 10 nonsense syllables was used.
3. **For Measuring Emotional maturity :** Emotional Maturity scale developed by Dr.Yashbir Singh and Dr.Mahesh Bhargava was used.
4. **For Measuring Emotional Intelligence :** Mangal emotional intelligence inventory prepared by Dr.S.K.Mangal and Mrs.Shubra Mangal was used.

The above mentioned measuring devices were administered to the students in small groups (20 to 30) after establishing rapport with them.

Results and Discussion:

Emotional Maturity: In order to test the hypothesis that there would be significant difference between the mean learning scores of high emotional maturity and low emotional maturity subjects. Students were classified into two groups high emotional maturity and low emotional maturity on the basis of their response in emotional maturity scale. T - test was used.

Table 1: Comparison of High Emotional Maturity (HEM) and Low Emotional Maturity (LEM) subject in respect of their learning scores.

Group	N	Mean	SD	t - value	p-value
HEM	151	52.80	10.74	1.43	.01
LEM	149	54.90	14.75		

It is obvious from table 1 that low Emotional Maturity subjects have scored slightly higher (Mean=54.90) on learning scores. The obtained t-value ($t = 1.43$) between the two groups was found to be insignificant beyond chance.

Table 2: Comparison of High Emotional Maturity and Low Emotional Maturity subjects in respect of their Academic Achievement scores.

Group	N	Mean	SD	t value	p-value
HEM	151	59.55	6.14	6.72	.01
LEM	149	53.37	9.36		

It is apparent from table 2 that subjects with high emotional maturity have scored higher (Mean = 59.55) than subjects with low emotional maturity (Mean = 53.37) on academic achievement scores. The comparison between the two means has yielded a t- value of 6.72 which is significant at .01 level of confidence. The obtained t-value between the two groups is significant beyond chance.

Emotional Intelligence: T-test was employed to test the hypothesis that there would be significant difference between the mean learning scores of high emotional intelligence and low emotional intelligence subjects. Median scores had been taken as criterion for classifying subjects having high emotional intelligence and low emotional intelligence.

Table 3: Comparison of high Emotional Intelligence and low emotional Intelligence subjects in respect of their Learning Scores.

Group	N	Mean	SD	t- value	p-value
HEI	153	54.40	12.04	.81	.01
LEI	147	53.20	13.45		

It is evident from table 3 that high emotional intelligence subjects have scored slightly higher (Mean = 54.50) than low emotional Intelligence subjects (Mean = 53.20) on learning scores. The comparison between the two mean has yielded a t- value of .81 which is not significant even at .05 level of confidence.

Table 4: Comparison of High Emotional Intelligence and low Emotional Intelligence subjects in respect of their Academic Achievement scores.

Group	N	Mean	SD	t- value	p-value
HEI	153	62.33	8.29	3.19	.01
LEI	147	65.30	7.87		

It is obvious from table 4 that low emotional intelligence subjects have scored higher (Mean = 65.30) than high emotional intelligence subjects (Mean=62.33) on academic achievement scores. The comparison between the two means has yielded a t -value of 3.19 which is significant beyond 0.01 level of confidence.

There are several factors which affect learning and achievement in school context. Indian researchers have paid their attention mainly on environmental and personality factors. Some

researchers have also observed psychological variables like anxiety, motivation, intelligence etc. as correlates of learning and achievement. Emotional maturity and emotional intelligence as factors of learning and achievement has not been given much more attention especially in Indian cross-cultural societies. The findings of the present study were as follows:

1. Learning scores did not differentiate significantly the high emotional maturity subjects and low emotional maturity subjects.
2. Academic achievement scores differentiated significantly the high emotional maturity subjects and the low emotional maturity subjects. High emotional maturity subjects scored significantly higher on academic achievement than low emotional maturity subjects.
3. Learning scores did not differentiate significantly the high emotional intelligence subjects and low emotional intelligence subjects.
4. Academic achievement scores differentiated significantly the high emotional intelligence subjects and low emotional intelligence subjects.

The following general conclusions can be drawn from the present study:

1. Emotional maturity does not influence the level of learning of the subjects.
2. Emotional maturity is substantial to the level of academic achievement of the subjects.
3. Emotional intelligence does not influence the level of learning of the subjects.
4. Emotional Intelligence is substantial significantly in affecting the level of academic achievement of the subjects.

In this competing and challenging world, where jobs are few and seekers many, academic achievement is an indispensable thing which one must possess if he wants to do anything in life. A prestigious position is only possible with excellence in academic achievement. There are several cognitive and affective factors which effect learning and achievement in school context. The present study has however limited focus. It is based on 300 male intermediate students. Obviously, this study is based on limited data. Similar study needs to be carried out in rural semi-rural and urban settings covering relevant variables. It may also be pointed out that variables as covered in the present investigation are not exhaustive. Some attempts should be made to highlight the role of personality, motivation, thinking and social factors in learning and achievement in school context. In spite of certain limitation of the present study. It may prove a guideline for future research to be conducted in this area.

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