National Conference on Recent Advances in Science, Engineering, Humanities, and Management (NCRASETHM - 2024)
28th January, 2024, Banquet, Noida, India.

CERTIFICATE NO : NCRASETHM /2024/C0124165

# Impact of Emotional Maturity on Academic Achievement of Adolescent Students

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## ABSTRACT

Adolescence is a critical developmental stage marked by rapid physical, cognitive, social, and emotional change. During this period, students must meet rising academic expectations while also managing identity formation, peer relationships, family demands, and future uncertainty. Academic achievement is commonly treated as the product of intelligence, study habits, teaching quality, and home environment. Yet many adolescents with adequate ability still underperform because they cannot regulate emotions, tolerate frustration, or remain steady under pressure. Emotional maturity—the capacity to control feelings, accept responsibility, remain independent, adjust socially, and respond adaptively to stress—is therefore an important but often neglected factor in school success.

The present study examines the impact of emotional maturity on the academic achievement of adolescent students. Emotional maturity is understood as a relatively stable pattern of emotional behaviour that enables a student to delay gratification, recover from failure, handle examination anxiety, and maintain effort over time. Academic achievement is treated as performance in school examinations and overall grade standing. The study is based on the premise that emotionally mature adolescents are better able to convert ability into consistent results, whereas emotionally immature students are more easily disturbed by setbacks, comparison, and stress.

The major objectives were: (1) to assess the level of emotional maturity among adolescent students; (2) to measure their academic achievement; (3) to examine the relationship between emotional maturity and academic achievement; and (4) to study differences in achievement according to levels of emotional maturity. A representative sample of adolescent students was drawn from secondary schools. Emotional maturity was measured with a standardized scale covering emotional stability, emotional progression, social adjustment, personality integration, and independence. Academic achievement was obtained from official school records. Descriptive statistics, correlation, and comparison of groups were used for analysis.

The findings indicated a significant positive impact of emotional maturity on academic achievement. Students with higher emotional maturity obtained better marks, showed more consistent performance across subjects, and coped more effectively with tests and deadlines. They planned their work, accepted correction, and returned to study after disappointment. Students with lower emotional maturity displayed irregular study habits, higher anxiety, poorer concentration, and weaker results. Emotional instability appeared to interfere with attention, memory, and persistence, even when intellectual ability was not lacking.

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These results suggest that academic achievement in adolescence is not only a cognitive outcome but also an emotional one. Schools that focus exclusively on syllabus completion and test practice may miss a major source of underachievement. Parents and teachers who respond only to marks, without attending to emotional regulation, may increase pressure rather than performance. The study therefore recommends that secondary schools integrate socio-emotional learning, guidance, and counselling with academic instruction. Simple classroom practices—helping students name emotions, set realistic goals, recover from failure, and take responsibility—can strengthen maturity and, in turn, achievement.

In conclusion, emotional maturity has a clear and meaningful impact on the academic achievement of adolescent students. Strengthening emotional development is not an extra-curricular luxury; it is a practical route to better learning outcomes. Educational policy, teacher training, and school counselling should treat emotional maturity as a core support for academic success during adolescence.

***Keywords:*** *Emotional Maturity, Academic Achievement, Adolescents.*