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Emotional Maturity as a Key Factor in Academic Outcomes of Higher Secondary Students

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ABSTRACT

Higher secondary education is a high-stakes stage in which students prepare for board examinations, entrance tests, and early career decisions. At this level, academic outcomes are shaped not only by intelligence and hours of study but also by the student's ability to remain emotionally balanced under prolonged pressure. Many higher secondary students possess adequate knowledge yet produce uneven results because anxiety, impulsiveness, dependence, or poor frustration tolerance disrupt their work. Emotional maturity—the ability to regulate emotion, act independently, adjust socially, and sustain effort without being overwhelmed—therefore deserves to be treated as a key factor in academic outcomes rather than a background trait.

This study investigates emotional maturity as a key factor in the academic outcomes of higher secondary students. Academic outcomes are understood more broadly than a single examination score. They include board and school examination performance, consistency of results, persistence in difficult subjects, regularity of work, and overall scholastic adjustment. The central argument is that emotionally mature students are better placed to convert instruction into stable performance, while emotionally less mature students are more vulnerable to stress, comparison, and temporary failure.

The objectives of the study were: (1) to assess emotional maturity among higher secondary students; (2) to examine academic outcomes in relation to different levels of emotional maturity; (3) to determine the contribution of emotional maturity to academic success at this stage; and (4) to draw implications for school practice and student support. Data were collected from higher secondary students using a standardized emotional maturity inventory and official academic records. The inventory covered emotional stability, independence, social adjustment, and personality integration. Academic outcomes were analysed through examination scores and patterns of performance. Appropriate statistical procedures were used to study relationships and group differences.

The analysis showed that emotional maturity is a significant factor in academic outcomes. Students with higher emotional maturity achieved stronger and more stable results. They managed time more effectively, recovered more quickly from poor tests, and continued effort in demanding subjects. They were less disturbed by peer competition and more able to follow a planned routine. Students with lower emotional maturity showed greater academic anxiety, irregular preparation, and weaker or fluctuating outcomes. Emotional immaturity appeared to reduce concentration, increase avoidance, and weaken persistence, especially near examinations.



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The findings have clear implications for higher secondary education. Academic coaching alone cannot compensate for poor emotional regulation. Institutions that ignore counselling, mentoring, and socio-emotional support risk leaving capable students short of their potential. Teachers can help by creating classrooms in which mistakes are treated as part of learning, goals are realistic, and students are encouraged to take responsibility for their work. Parents can support outcomes by reducing excessive pressure and helping adolescents develop independence and self-control. School counsellors should identify students whose emotional immaturity is interfering with study and provide timely guidance.

In conclusion, emotional maturity functions as a key factor in the academic outcomes of higher secondary students. Success at this stage depends not only on syllabus mastery but also on the capacity to remain steady, responsible, and persistent. Educational practice should therefore treat emotional development as an essential component of academic support. When schools strengthen emotional maturity, they also strengthen the conditions under which higher secondary students can achieve more consistent and meaningful academic outcomes.

Keywords: *Emotional Maturity, Academic Outcomes, Higher Secondary Students.*