Impact Of Emotional Maturity And Family Environment On Academic Resilience Of College Students

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Abstract : The aim of the present study was to investigate the impact of Emotional Maturity and Family Environment on Academic Resilience of College Students. To achieve this objective of the study descriptive survey method was used. The sample of present study consisted of 200 college students, divided into 100 male and 100 female college students of five districts of Kashmir. The collected data was analyzed by using multiple regressions. The results of the study revealed that family environment is exerting more impact on academic resilience of college students as compared to emotional maturity.
Keywords: Emotional Maturity, Family Environment and Academic Resilience.

INTRODUCTION

College life is very critical stage for students. At this stage student prepares their cognitive and social abilities for their adult life and career. It is a period in which a person attains physical, emotional and mental maturity. When child goes to college, he or she gain knowledge to deal with psychological stress, emotions, pressure, determine conflicts, build connection with friends and family, develop self-confidence, and protect themselves from high stress advertising approaches and manage with other stress like academic struggle etc. They need to be emotionally balanced and need to possess good quality of family environment. Emotions are a sentimental experience that go together with encouraged mental psychological and academic resilience of college students and reveal itself in one's apparent behavior.

Academic resilience is defined as maintaining high-quality academic achievement despite adversity in the educational process. Broadly, academic resilience is a student's ability to maintain academic performance. Academic resilience if effected by certain factors like personality, family environment and socio-economic status etc. Family environment helps to look after the resilience of students. Family support is very important for the development of the individual. So positive family environment makes a student resilient. Family is the initial organization that encourages development of resilience in the students. Emotional stability plays very important role in the development of academic resilience among college students.

Academic Resilience is characterized as the capacity to virtually deal with problems, tension, anxiety or pressure in academic situation. In general resilience has been characterized as the procedure of capacity for, or result of fruitful adjustment regardless of testing or compromising conditions. There has been significant focus on resilience regarding more extensive life occasions, for example, being raise in a deprived background, getting poor child rearing, or separation (Lindstroem, 2001; Luthar & Cicchetti, 2000; Masten, 2001),there has

been very less research concentrating on academic resilience. Academic resilience is related to all students in light of the fact that sooner or later all students may practice some degree of weak academic results, difficult or unpleasant situation or stress.

Rajan S.K(2017) conducted a study on school children. Sample included 155. Out of which 81 female students & 74 male students from high school of Malabar, Kerala, India. Results indicated significant difference academic resilience on the basis of gender .Moon W.H, et al (2015) indicated that adjustment had a strong positive correlation with academic resilience and self-efficacy.

Resilience has been described as a successful adaptation process, a capability or an end-to-end process despite challenging or threatening situations. Roa, p s et al(2017) found significant correlation between level of resilience and the scholastic performance of students. Bala P.(2018) conducted a study on international student's academic resilience. Sample comprised of 500 male female students of five different countries. Results indicated that female students are more academically resilient as compared to male students.

Components of Academic Resilience

The seven components of academic resilience are enlisted below:

> **Self confidence**: Do not de-emphasize yourself! See yourself as a competent knowledgeable and experienced person with many precious and valued features and consider that you can construct the skills and talent that you need to get where you want to go.
> **Optimism**: optimism helps us to see new opportunities, learn from different conditions and situations, and keep you moving. Your attitude and mind set plays a very great role in your ability and capacity to beat or defeat obstacles.
> **Risk taking**: risk taking is another component of academic resilience. We all know that risk taking is the action of taking risk. Taking a risk is great and big opportunity to stand out and to present yourself as a leader. Taking a risk to attain a goal and target needs courage and bravery to face the fear of uncertainty.
> **Learning from errors**: learn from mistakes and ensure not to repeat the same.
> **A trusted network**: a strong network and trusted people refers to the people that help you to achieve personal and professional goals of your life. These people can help you to learn about careers, disability issues, self-advocacy etc. these people includes your family, friends and teachers.
> **Concern about what you can control, not what you cannot**; One have to make use of energy and effective towards making the change that are within ones control and power then you will feel more prolific and creative.
> **Efforts to build connection on campus**: resilient people experience difficult situations and unpleasant emotions, but they are able to handle and manage more effectively and jump back faster.

Factors Affecting Academic Resilience
> External protective factors are the environmental social supports and opportunities available in the family, school, society, and in a group of people of the same age, in the gentle form of relations, encouragement and high expectations for cooperation in

significant exercises. Protective factors: decline the effect of negative occasions, assist people with keeping away from or restrict risky pathways, and advance constructive and fruitful pathways. The inquires about have additionally indicated that youngsters who need strength has various hazard factors in their lives. School is a significant spot where resilience in youngsters can be improved

➢ Internal protective factors are characteristics, attributes, aptitudes, mentality, convictions, and estimations of an individual and are related with positive results such as assistance and communication, empathy, solid critical thinking abilities, very well defined aims and objectives,   goals and aspirations, self-efficacy, self-awareness contribute to positive academic, social and wellbeing outcomes.

OBJECTIVES OF THE STUDY
➢ To analyze the impact of emotional maturity and family environment on academic resilience of college students

HYPOTHESES
➢ There exists no significant impact of emotional maturity and family environment on academic resilience of college students.

METHODOLOGY
Methodology of research plays a very important role in overall research work. It describes the various steps to be implemented by an investigator in solving and explaining a research problem such as sample, data gathering, procedure to collect data and the various statistical techniques to be adopted in research. O' Leary (2004, p.85) "describes methodology as the framework which is associated with a particular set of paradigmatic assumptions that we will be used to conduct the research". For any type of research there is a need of proper planning and preparation of suitable research design. The ultimate success of a research project greatly depends upon the design of the study. Methods and procedure of the study depends upon the type and scope of the problem. As per the nature of the present study, descriptive survey method was used.

SAMPLE
The sample comprised of 200 college students from various districts of Kashmir. Out 200 college students comprised of 100 were male and 100 were female college students.

TOOL
➢ Academic Resilience Scale developed by Mallik and kaur (2017)

RESULTS AND INTERPRETATION
Results Pertaining to the Impact of Emotional Maturity and Family Environment on Academic Resilience
HYPOTHESIS There exists no significant impact of Emotional Maturity and Family Environment on Academic Resilience of College Students
The objective of the study was to analyze the impact of emotional maturity and family environment on academic resilience of college students , so for this purpose the investigator used

standardized scales of Emotional Maturity, Family Environment and Academic Resilience. Regression was computed and results have been presented in the undermentioned table.

Table 1.1 Showing Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Sig.
1	.545	.297	.293	16.741	.297	.000
2	.606	.367	.361	15.924	.070	.000

Predictors: (constant), Family Environment
Predictors: (constant), Family Environment, Emotional Maturity

Table 1.2   Showing Summary of ANOVA   Analysis between the Predictor Variables and Outcome Variable

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23418.477	1	23418.477	83.552	.000[b]
	Residual	55496.518	198	280.285		
	Total	78914.995	199			
2	Regression	28960.309	2	14480.155	57.104	.000[c]
	Residual	49954.686	197	253.577		
	Total	78914.995	199			

a. Dependent Variable: academic resilience
b. Predictors: (Constant), family environment
c. Predictors: (Constant), family environment, emotional maturity

In order to ascertain the impact of independent variables (emotional maturity, family environment) on dependent variable (academic resilience) the step wise multiple regression was computed. An examination of table 1.1 further makes it clear that independent variables yielded correlation coefficient ('r') of .606 which shows that there lies a strong relationship between predictor variables and outcome variable.

On the other hand r square came out .367 which indicates that 36.7% variation in academic resilience is explained jointly by predictor variables "emotional maturity and family environment". Table 1.2 shows that the analysis of variance of regression data produced an "F" value (57.104) which is significant as P value came out to be (P=.000) which is less than .05 level of significance (p,<.5) indicating that both variables emotional maturity and family

environment are significant predictors of dependent variable hence the null hypothesis that there exist no significant impact of emotional maturity and family environment on academic resilience of college students is not accepted. Meaning thereby that both independent variables significantly impact the dependent variable (academic resilience). Thus the variation in dependent variable (academic resilience) is not by chance, but due to the independent variables (emotional maturity) and (family environment).

Further looking to the contribution of independent variables to outcome variable, the value R square change for family environment came out to be .297 which shows that out of the total 36.7% variance in academic resilience by both the variables 29.7% is due to emotional maturity and 7% variation is explained by emotional maturity meaning there by family environment is exerting more impact on academic resilience of college students in comparison to emotional maturity.

Table 1.3 Showing the Summary of Relative Contribution of Predictor Variables (Family Environment, Emotional Maturity) on Outcome variable (Academic Resilience) of college students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	85.218	11.933		7.141	.000
Family Environment	.452	.049	.545	9.141	.000
(Constant)	131.480	15.058		8.731	.000
Family Environment	.352	.052	.423	6.789	.000
Emotional Maturity	-.171	.037	-.292	-4.675	.000

a. Dependent Variable: Academic Resilience

From the table 1.3 of coefficients, it is evident that both independent variables (emotional maturity and family environment)are contributing significantly to dependent variable (academic resilience) with t= 6.789, p= .000 for family environment, t= value -4.675,p=.000 for emotional maturity. The beta value in the table 1.3 indicates the impact of independent variables. The variable with highest β value is considered as the most dominant predicting variable. The β value for independent variables came out to be .423 for family environment, -.292 for emotional maturity which helps to infer that family environment is most predicting variable as compared to emotional maturity is the least. The regression equation formulated for the variable is given below:

Academic Resilience =131.480+(.352 family environment+.171 emotional maturity)

The results are supported by study conducted Rojas L.F (2015) a study on factors affecting academic resilience of middle school students. The study explored how different individual and factors of family environmental encourage academic resilience. The study took place in Bagota public school within a group of six students. It was founded that it is possible to recognize and describe different protective factors from the family, such as family guidance,

family support, and opportunities for meaningful family involvement that explicitly foster academic resilience in at risk-students.

CONCLUSION

Stepwise regression model revealed that, family environment and emotional maturity significantly influenced the academic resilience of college students, the results further found out of family environment and emotional maturity the family environment is exerting more impact on academic resilience of college students in comparison to emotional maturity.

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