

Impact of Peer Pressure and Emotional Maturity on Scholastic Achievement among College Students

Durga Gupta, Dr. Babita Prusty

MACLP AMITY INSTITUTE OF PSYCHOLOGY AND APPLIED SCIENCES

Amity University, Noida

Assistant Professor AMITY INSTITUTE OF PSYCHOLOGY AND APPLIED SCIENCES

Amity University, Noida

Date of Submission: 01-06-2023

Date of Acceptance: 10-06-2023

ABSTRACT:

In the current study, an effort was made to examine how parental style, peer pressure, and emotional maturity affect college students' academic accomplishment.

160 nonprofessional college students in Delhi-Faridabad make up the sample for the current study. The Peer Pressure Scale by Santor, Messervey, and Kusumakar (2000), the Emotional Maturity Scale by Yashveer Singh and Mahesh Bargav (1990), the Scholastic Achievement (Verbal Reasoning and Numerical ability) by George K. Bennett, Herald G. Seashore, and Alexander G. Wesman (1959), and Results show a substantial relationship between emotional maturity, peer pressure, and academic achievement among non-professional college students.

I. INTRODUCTION

Peer Influence

"A peer is someone who, based on their age, grade, or status, belongs to the same societal group. Peer pressure is the sense that one is under pressure from peers to do something bad for oneself and others. Peer pressure is the pressure from peers and people of own age to act, behave, think, and appear a certain way.

Emotional Maturity

Emotional maturity refers to the stage at which a person has realised their capacity for richness in life and has enhanced their capacity to enjoy things, associate with others, and display greater affection; as well as their capacity for genuine sadness when the need arises and their capacity for showing fear when the need arises.

Academic Excellence

Academic achievement is the demonstration of a student's success in a particular topic of study.

Academic accomplishment serves as the sole criterion for assessing students' aptitude and is the primary factor in decisions about who gets hired, promoted, or given recognition in numerous fields.

II. LITERATURE REVIEW

Peer pressure:

Cohen (1977) found prove for closeness among companions with respect to the use of liquor, drugs, cigarettes and how they see issues concerning academic results. Best companions have been found to be comparative in respects to frequency of cutting lesson and time went through on homework. Individuals or families frequently have a few scope for choice of peer groups, whether through the choice of neighborhood of home, school,

The comes about are robust and propose the require for cautious modeling of the choice of peer groups

(William Evans, Wallace Oates and Robert Schwab, 1992). Andrew Fuligni and Jacquelynne Eccles (1993) inspected the links between children's recognitions of the way in which they and their parents adjust their connections amid early adolescents' introduction towards guardians and peers

Emotional Maturity:

Emotional Development and Educational Achievement

The sincerely developed person in any case of his age is the one who has the capacity to overcome fear to ignore certain feeling stimulators that affect the youthful and see him equitably, as he assesses his qualities and weakness and endeavor towards an moved forward integration of his

thought, emotional attitude and plain behavior (Crow and Crow, 1962).

Scholastic Achievement

Rao (1965) examined the variables related to academic accomplishment and found that insights; consider propensities and school state of mind were altogether related to the expectation of educational accomplishment.

III. METHODOLOGY:

Aims

To assess Impact of Peer Pressure and Emotional Maturity on Scholastic Achievement in College Students.

Objective

1. To assess Impact of Peer Pressure on Scholastic Achievement in College Students.
2. To assess Impact of Emotional Maturity on Scholastic Achievement in College Students.

Hypothesis

1. Peer pressure would have a considerable effect on academic achievement among college students.
2. The scholastic achievement of college students would be significantly impacted by emotional maturity.
3. Peer pressure, and emotional maturity all have a strong interaction effect on academic achievement among college students.

Materials, Sample and Method

The present investigation "Impact of Peer Pressure and Emotional Maturity on Scholastic Achievement has been taken up keeping the earlier stated objectives and hypotheses in view. The method and the materials chosen to accomplish the requirements of the study are discussed in this chapter.

Population Population for the present study consists of 100 college students.

Variables studied Independent Variables

1. Peer Pressure
2. Emotional Maturity

Dependent Variables

1. Scholastic Achievement

Tools Description

1. Peer Pressure Scale:

Peer Pressure Scale was developed by Santor, Messervey and Kusumakar (2000). It consists of 11 items. For each statement there are five response categories, i.e.

1= strongly Disagree, 2= Slightly Disagree, 3= Neutral, 4= Slightly Agree and 5= Strongly Agree. The minimum and maximum score ranges from 11 to 55. High score indicates high peer pressure and low scores indicates low peer pressure. The reliability for the scale was found to be 0.83 using test – retest method.

2. Emotional Maturity Scale:

The emotional maturity scale was developed by Yashvir Singh and Mahesh Bhargava (1990). It consists of 48 items. For each statement there are five response categories, i.e. 5= Very Much; 4= Much; 3= Undecided; 2 = Probably and 1= Never. High score indicate high emotional maturity and low score indicate low emotional maturity. The minimum and maximum score ranges from 48 to 240. The reliability for the scale was found to be 0.76 using test – retest method.

3. Scholastic Achievement:

To measure the Scholastic Achievement of subjects, Differential

Aptitude Tests developed by George K. Bennet, Herald G. Seashore, and

Alexander G. Wesman (1959) were administered.

The rationale behind using DAT for college students is: though the tests were constructed primarily for use in High schools, they may also be used in the educational and vocational counseling of young adults out of school and in the selection of applicants for employment. Differential Aptitude Tests consists of 8 sub-tests namely: Verbal Reasoning, Numerical Ability

Procedure:

The investigator collected the data in three stages. At first the researcher approached the college management/ principals with a written request to collect data from the students. Then the investigator personally contacted college students as per the schedule given by the college management. After establishing rapport with the students, three questionnaires were distributed.

Research design

It's a correlational design.

Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of the relationship. In terms of the strength of relationship, the value of the correlation coefficient varies between +1 and -1

Statistical Analysis

The obtained data was analysed statistically in order to test the hypothesis using Means, SD s, and Pearson’s correlation coefficient.”

IV. RESULTS AND DISCUSSION

Table-I: Means and SDs for the Peer Pressure, Emotional Maturity and Scholastic Achievement scores of college students.

Table1 ; Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PEERPRESSURE	100	16.00	55.00	37.4500	10.15971
EMOTIONALMATURITY	100	26.00	242.00	159.3000	45.02222
SCHOLASTICACHIEVEMENT	100	22.00	265.00	122.7300	51.07547

Table 1, shows the the minimum and maximum scores of all of the variables that peer pressure, emotional maturity, and scholastic achievement, Also, the table represents the actual mean and the standard deviation of each of the variable.

Now, if we talk about Table 2, represents the correlation between our dependent variable that’s Scholastic Achievement and independent variable that is Peer Pressure.

Table 2; Relationship between Peer pressure and Scholastic Achievement

Correlations

		SA	PP
SA	Pearson Correlation	1	.059
	Sig. (2-tailed)		.561
	N	100	100
PP	Pearson Correlation	.059	1
	Sig. (2-tailed)	.561	
	N	100	100

Interpreting Pearson Correlation Coefficient range from -1 to +1.

A positive correlation means that as one variable increases, the other variable also tends to

increase. The Pearson’s correlation between Peer Pressure and Scholastic Achievement came out to be .059 which signifies a positive correlation between our two variables as, if peer pressure

increases scholastic achievement will increase as well and if the peer pressure decreases the scholastic achievement will decrease as well, both the variables are connected to each other.

Strongly positive coefficients: Strongly Agree values tend to occur together Now, if we talk

about Table 3, Shows the correlation between our dependent variable that's Scholastic Achievement and independent variable that is Emotional Maturity.

Table3; Relationship between Emotional Maturity and Scholastic Achievement in college students Correlations

		SA	EM
SA	Pearson Correlation	1	-.132
	Sig. (2-tailed)		.192
	N	100	100
EM	Pearson Correlation	-.132	1
	Sig. (2-tailed)	.192	
	N	100	100

Interpreting pearson Correlation Coefficient
 Pearson correlation coefficients range from -1 to +1.

A positive correlation means that as one variable increases, the other variable also tends to increase. The Pearson's correlation between Emotional Maturity and Scholastic Achievement came out to be -.132 which signifies a negative correlation between our two variables as, if Emotional Maturity increases scholastic achievement will decrease and if the peer pressure decreases the scholastic achievement will increase, the variables are not connected to each other.

V. DISCUSSION :

The study is on the impact of peer pressure, and emotional maturity on college students, in which we discussed about

Peer Pressure Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, emotional, and social changes, youth begin to question adult standards and the need for parental guidance, Emotional Maturity Emotional Maturity is one of the important parts of personality which characterizes Multi-trait non-cognitive psychological concept, Scholastic Achievement Now-a-days the world is becoming more and more competitive. Quality of

performance has become the key factor for individual progress especially in adolescent stage. Adolescence is the period of transition from childhood to adulthood. It is often described as the period of storm and stress.

With this in our concern we made a hypothesis stating .

1. Peer pressure would have a considerable effect on academic achievement among college students.
2. The academic success of college students would be significantly impacted by emotional maturity.

Which proved to be partially right and partially wrong as,

- Peer pressure positively correlated with scholastic achievement that proved our hypothesis right, as they both are correlated to each other and create an effect among college students.
- Emotional maturity negatively correlates with scholastic achievement that proved our hypothesis wrong, and it is not connected to each other neither they are significant.

VI. CONCLUSION:

The conclusion that is made from our study is that we studied three variables in which our dependent variable is Scholastic Achievement

and our independent variables are Peer Pressure and Emotional Maturity, we studied if the variables are correlating with each other or not.

Through our findings we found out that, Peer pressure have a positive correlation with Scholastic Achievement, as if peer pressure increases scholastic achievement also increases and they both are significant to each other by .059, hence our hypothesis proved right and, Emotional Maturity have a negative correlation with Scholastic Achievement, as if Emotional Maturity increases Scholastic Achievement decreases and they both are not significant to each other, hence our hypothesis proved wrong.

REFERENCES

- [1]. Dona RaiYugalKisoreKhanal (2017). Emotional intelligence and emotionalmaturity and their relationship with academic achievement of college students Sikkim
- [2]. [2] Jack Gladys Uzezi, Gamnjoh Dennis Deya (2017). Relationship betweenPeer Group Influence Students Academic Subbarayan, K., and Visvanathan, G., (2011). AStudy on Emotional