Emotional Maturity, Social Competence, and Academic Achievement Among Working and Nonworking University Students

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QUAID-I-AZAM UNIVERSITY

Islamabad-Pakistan

2018

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A Research Report Submitted in Partial Fulfillment

For the Requirements of The

Degree of Masters of Science in Psychology

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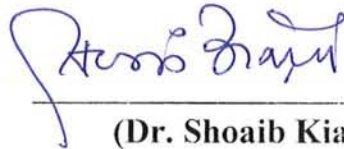# Emotional Maturity, Social Competence, and Academic Achievement Among Working and Nonworking University Students

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This is to certify that M.Sc. research report on **"Emotional Maturity, Social Competence, and Academic Achievement Among Working and Nonworking University Students"** prepared by Samrah Khadija has been approved for submission to Quaid-I-Azam University, Islamabad.

Ms. Sara Imtiaz

(Supervisor)

Dedicated to

My beloved family especially my mother for being

my constant support, who encouraged me and prayed

for me throughout the time of my research.

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Acknowledgment

First and foremost, I would like to thank Allah Almighty the Most Merciful and Beneficent for giving me the strength, knowledge, ability, and opportunity to undertake this research study and to persevere and complete it satisfactorily. Without His blessings, this achievement would not have been possible.

This research is the outcome of help, support, and inspiration of so many people. I acknowledge, with deep gratitude and appreciation, the inspiration, encouragement, valuable time and guidance given to me by my supervisor Ms. Sara Imtiaz. She has been there providing her heartfelt support and guidance at all times and has given me invaluable guidance, inspiration, and suggestions during my journey to research. I would also like to express my gratitude for all the teachers of National Institute of Psychology, for helping me in expanding my knowledge throughout my degree. I would also like to pay thanks to all the universities that allowed and let me to get to the sample of university students.

My acknowledgement would be incomplete without thanking the biggest source of my strength, my family. The blessings of my parents and the love and care of my siblings. I thank them for putting up with me in difficult moments through out my studies. This research would not have been done without their unwavering and unselfish love and support given to me at all times.

Samrah Kahdija.

Abstract

Present study aimed to explore the relationship of emotional maturity, social competence, and academic achievement and the impact of demographic variables on study variables among university students as well as among working and nonworking students discretely. Sample comprised of students from different universities of Islamabad ($N = 298$), working students ($N = 148$) and nonworking students ($N = 150$) with age range 18 to 35 years. Emotional maturity, social competence, and academic achievement were measured through Emotional Maturity Scale (Singh & Bhargava, 1990; Ishfaq, 2014), Social Competence Scale (Shahzad, 2001) and Demographic Sheet respectively. Results indicated that the relationship of emotional maturity was positive with social competence among university students, as well as among working and nonworking students. The relationship of emotional maturity was positive with academic achievement among university students but nonsignifcant among working and nonworking students. The relationship of social competence was nonsignificant with academic achievement among university students and nonworking students, but the relationship was significant among working students. The result of study variables with demographic variables showed that the emotional maturity and social competence was higher among working students as compared to nonworking students. While nonsignificant gender difference was shown on the emotional maturity and social competence, whereas academic achievement was found to be higher among female students as compared to male students among university students and working students, no gender differences were significant among nonworking students.
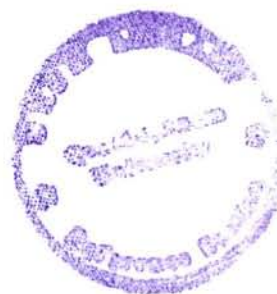
Emotional Maturity, Social Competence, and Academic Achievement Among Working and Nonworking University Students

INTRODUCTION

Chapter 1

Introduction

University students bear great responsibilities on their shoulders, they have to focus on their studies, social relations, and some of the students have to work also. Competition is becoming tougher with every passing minute, not only in academics but socially too. This has gone to an extent that now a days achievement (whether academics or in career requires much of enhanced social skills to deliver what is at hand. A person in order to compete effectively in society and in academics too, needs to be mature emotionally. Emotional maturity is an effective determinant to shaping the personality, attitudes, and behavior of the people for accepting responsibility, making decision, teaming with groups, developing healthy relationship, and enhancing self-worth. Emotional maturity is defined as how well you are able to respond to situations, control your emotions, and behave in an adult manner when dealing with others (Duhan, Punia, & Jeet, 2017).

Emotions of an individual starts developing from the time of birth and the person gets emotionally mature more and more as the time passes, because with the passage of time person gets more experienced and learned, this leads to a continuous process of emotional development throughout the life. According to Saarni (2011), an individual when encounters with an environment can be seen as actively dealing with multiple components related to emotions for instance, behavior that is expressed, physiological designing, action taking tendencies, motives and goals, physical and social contexts, evaluations and observed feelings, these changes over time as the individual matures and in response to environmental interactions that are always changing. Emotional development in an individual reflects social experience, including the cultural context. This lends support to the notion that emotional maturity positively effects social competence.

Emotions effect every aspect of life, they effect academics of the individual too. A person's feeling and emotions greatly impact the functioning of the individual. It effects functioning because it impacts attention, motivation, and other cognitive processes of an individual. For effective academic functioning one's cognitive processes are very important. In the fields of psychology and neurosciences recent

advances reveal that emotions are vital contributors to the motivation of student, interpersonal resources, their learning, and memory (Lewis, Haviland-Jones, & Barrett, 2008). This shows that emotionally matured person will be able to control his/her emotions, and does not let his/her emotions affect the academic achievement negatively.

Emotional Maturity

Emotional maturity is an aspect of individuals personality that develops gradually over time as one's experience becomes rich. Emotional maturity is the construct that has been well defined by some professionals. A process of striving for better and greater sense of emotional health continuously, intra personally and intra physically both, is called emotional maturity (Smitson & Walter, 1974). Emotional maturity is the condition of balance and evenness in the person. It is a process of getting proper control on one's emotions, both negative and positive emotions in a way that is acceptable socially, and that leads to a good emotional health of the person. The meaning of emotional maturity is that one is capable of controlling his/her emotions rather than being controlled by his/her emotions (Kaur, 2018). Menninger (1999) said that emotional maturity has the capability of dealing with reality beneficially and it can be defined or understood in terms of self-control, which is the result of learning and thinking.

The construct emotional maturity is quite new in psychology. The measuring factors for emotional maturity varies greatly among the specialists as emotional maturity is not measured on one scale that fits all definitions. It is because the emotional range is experienced differently by each person. Because of these differences it is difficult to measure the construct of emotional maturity completely. The line of differentiation between the maturity and intelligence is unclear. Most studies revealed that emotional maturity changes in a person depending on the individual and on the situations, one gets exposure to. Thus, it was said that it can be increased, decreased, or can be fairly unstable (Sangtam & Talwar, 2013).

Some of the specialists believe that emotional maturity is a very stable construct and is unaffected by outside situations. But, mostly studies showed that the emotions are developed throughout the stages of life rather than being implanted from

the birth of child. There is the lack of evidence to support the idea that our emotions are the part of our genes but they develop as individual gets mature and gain some experience from life conditions. Specific situations develop relevant emotions in the individual. The emotional maturity can be best defined as being sensitive to the environment, situations, and to the people around us to whom one interacts with. The emotions an individual perceives allows the person to handle situations and find out solutions for the problematic situations. Emotional maturity can also be known as the ability of an individual to have the understanding or sense of self (Sangtam & Talwar, 2013).

According to Chamberlain (1960) a person who is 'emotionally mature' is the one whose emotional life is well under control. Dosanjh (1960) said that a person who is emotionally mature will have a balanced personality. It shows endurance and stability when one is under stressful situation or under pressure, it can also be called as an ability to display appropriate emotions even the disturbing ones. According to Singh (1990), Emotional maturity is the operative determining factor of personality pattern and it also helps to control the development and growth of the person. Emotional maturity is when the person realizes that he/she should perceive that no one else can make someone angry, hurt or stimulate him/her, unless permission is not being provided by the owner of emotions to stimulate them (Live, 2007).

To explain the construct of emotional maturity, it is important to explain emotions and maturity separately. Emotions can be considered as feeling or an affective element that reflects the internal condition of the individual by exhibiting the behavior that portrays the nature of transactional experience the individual might be going through (Santrock, 2010). The expression, 'maturity,' mentions to an important segment in the growth of a living being. Maturity can be achieved when the growth of the individual becomes completed and the individual is fully ripped to propagate. The concept of maturity that is used in psychology refers to that phase of personality development of the individual which indicates and links biological and psychological maturation. A person can be called psychologically mature when he/she has reached a certain level of emotional stance and intelligence. Individual's development is uninterrupted, the progression of psychological and biological maturation is mostly

equivalent with each other. However, the biological maturation usually proceeds fast then emotional maturation (Tandon, 2017).

Emotional maturity can be thought of as an ability of the person to effectively deal with challenging situations, the most projecting sign and obvious sign of emotional maturity is one's ability to endure and successfully bear stress and pressure, moreover, to be indifferent towards some stimuli that disturb the individual and stimulates emotions (Cole & Rehm 1994). Emotional maturity can be considered as the product of some cognitive processes like the cognitive process of thinking and learning, the cognitive processes that develops and mature gradually, emotional maturity is a source of support for an individual at the time of stress, pressure, hard times, and it also lessens the effect of failure for the individual. Emotional maturity is a strength for the individual as it makes the individual to think and understand the circumstances instead of letting the person act impulsively (Pastey & Aminbhavi, 2006). However, cognitive processes can get impaired during childhood due to maltreatment which can lead to damaged memory and other cognitive processes (Panday, 2011). So, the childhood maltreatment can also lead to emotional immaturity.

Emotional development and maturity are among the important factor for an individual that are very important for success in life and education also. The processes of emotional maturity include striving of individual's personality and making continuous attempts to individually and psychologically get the best emotional health, more than ever (Safarpoor, 2007).

Characteristics of an Emotionally Matured Person

Sangtum and Talwar (2013) said that one of the dimensions of personal experience is emotion. They presented eight primary, innate emotions. These emotions are joy, anger, sadness, fear, anticipation, disgust, surprise, and acceptance. When a person is able to display all of these emotions in appropriate manner with suitable control that person is said to be emotionally mature. The way of expressing emotions of that individual will be socially acceptable and will be guided by his/her cognitive processes like learning and thinking rather than being guided by his/her emotion.

It was Sangtum and Talwar who described characteristics of an emotionally mature individual. According to them a person who is emotionally mature shows the following characters and behaviors in his/her personality. In an emotionally mature person almost all kinds of emotions exhibit and notice clearly. The pattern of expression of emotions can easily be recognized in such an individual. Display of emotions is very refined and sophisticated. Mostly the expression of emotions of that individual is in a way that is socially acceptable and desirable. These individuals are better able to successfully control their emotions. Sudden unsuitable and inappropriate emotional outbursts are very rarely found in them. In short, temper tantrums will be seen rarely in such an individual. Emotionally mature person will be able to hide his/her feelings when he/she needs to identify his/her emotions. That person perceives things in their real perspective and are not daydreamers neither does they avoid realities but accept them the way reality is.

The cognitive processes like reasoning and thinking are properly used and exercised by an emotionally mature individual in the process of making any decision. That individual will be guided more by his/her intellect rather than being controlled by his/her emotions. He/she would lack the habit of rationalization, for instance he/she would never argue in favor of improper and undesirable behavior. Moreover, he/she would be able to accept the responsibility of his/her mistakes and will never shift the responsibility of these mistakes on others. Such an individual will always be honest in his/her behavior.

An emotionally mature individual possesses suitable and acceptable self-respect and self-concept. That person will try the best to avoid things and behavior, that can harm his/her self-respect and are against his/her rules and principals. He/she would not be restricted or limited to him/herself. Such a person is capable of thinking about others and is able to maintain social relationships successfully. He/she avoids the behaviors that are antisocial that can lead to social conflicts or stressful social relations.

An emotionally mature person is better able to demonstrate suitable emotions in an appropriate way at appropriate time, and a proper place. He/she is better able to express all of the emotions, like if one got in to a situation where it is important to express anger one is easily being able to express anger. But if one got into a situation

where one has committed a mistake and is scolded, he/she is equally able to check his/her emotion of anger and control it. The foremost character of emotionally mature individual is stability. That person will never shift suddenly from one emotion to another.

Emotional maturity is not only the operative determinant of personality form but it also helps to control the growth of the individual's development. The construct of emotionally mature behavior of any level is that it perfectly reflects the normal emotional development in the individual. An individual who is capable of keeping his/her emotions under his control and is able to suffer difficulties without self-pity can also be emotionally speechless, stunned, or immature. According to Morgan (as cited in Sangtam & Talwar, 2013) acceptable theory of emotional maturity says that emotional maturity must explain the individuality of the person, his/her powers and his/her ability to appreciate the use of powers. Emotional maturity plays a very important role in different aspects of life of an individual, if one wants to successfully make one's career and work environment, one needs to be emotionally mature and surround himself with emotionally mature people, in doing so however one should keep in mind that only emotional maturity does not define success (Morgan as cited in Sangtam & Talwar, 2013).

Components of Emotional Maturity

According to Ramsden (2000) emotional maturity has seven components including assertiveness, intimacy, mental stability, mental balance, empathy, independence, and ability to identify and express emotions. These components have been explained below. According to Ramsden, these seven components completely defines emotional maturity.

Assertiveness. It is the ability of an individual to be able to stand for one's self. An emotionally mature person not only knows how to control his own emotions but also knows how not to let others emotions effect his/her mental health.

Intimacy. Intimacy generally refers to the feeling of being in a close personal association and belonging together. It is a familiar and very close affective

connection with one's close relationships. An emotionally mature person will be able to make emotionally healthy close relationships.

Mental stability.   Mental stability is condition of an individual that will be stable for longer periods of times. i.e., not experiencing conditions of rapidly changing moods, emotions and other psychological conditions. Emotionally mature person will have stability in the emotions.

Mental balance.   Mental balance refers to the state of an individual whose psychological conditions are balanced, for example, such a person does not experience excessive anger, sadness, happiness, or any other emotional state. Emotionally matured person will experience balanced emotions.

Empathy.   Empathy is an individual's ability to understand the feelings and emotions of others. An emotionally mature person does not only understand his/her own emotions and feelings but also understands the feelings and emotions of others.

Independence.   Independence is the ability of an individual to handle things on his/her own. Emotionally mature person will be able to handle things him/herself and will not be dependent on others.

Ability to identify and express emotions.   Emotionally mature person will also be able to recognize his/her own feelings and emotions and will be able to express those emotions appropriately.

Dimensions of Emotional immaturity

Singh and Bhargava (1990) presented five dimensions of emotional immaturity. These five dimensions are emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence.

Emotional instability.   Emotional instability refers to the state of an individual in which he/she lacks the stability in experiencing emotions and moods. It represents syndrome of lack of capacity to get rid of problems, experience of touchiness, and irritability, vulnerability, stubbornness, temper tantrums, and try to find help for one's day to day problems.

Emotional regression.   Emotional regression covers broad range of factors that represents conditions in which person feels inferior, experiences restlessness, aggression, hostility, and self-centeredness.

Social maladjustment.   A socially maladjusted person will experience conditions that will make it hard for him/her to get adjusted socially. Such a person shows conditions like hatred, abhorrence, avoiding people or trying to get away from people but will be self-important, can have the tendency to be a liar, deceiver or fabricator, and such person can be shirker, i.e., the one who avoids work.

Personality disintegration.   Personality disintegration is the dimension that includes phobia formation, rationalization, distrust, doubt, and immorality. Such an individual suffers from inferiorities and reacts to society with aggressiveness, destruction, and has a distorted sense of reality.

Lack of independence.   Lack of independence is the dimension that refers to the condition of depending on other people too much, it includes parasitic dependence on others. Such an individual lacks objective interests. Other people think of them as being unreliable and untrustworthy people.

Immaturity and Maturity Theory

According to Argyris, an individual should go through seven changes if one is becoming developed as an emotionally matured person over the years.

➢ First, individual develops from an inactive and unreceptive condition as an infant to a condition of increased actions as adults.

➢ Second, individual develops from a condition of being dependent on others as an infant to a condition of relative independency as an adult.

➢ Third, individual have only a few ways of getting involved in the world as an infant but develops stronger and deeper interests and relations as an adult.

➢ Fourthly, individual has no control over his/her behavior and behaves in few ways as an infant but is capable of controlling one's behavior and behaving in many ways as an adult.

> Fifth, the perspective of time of children is very short means they have very short point of view for past or present even focused more on present but as they get mature, the perspective of time increases including the past and the future also.

> Sixth, when an infant is subordinate to their elders, they tend to follow the instruction given to them by their elders, but they equally move or be on a superior position with others and do not need instructions from others when an adult.

> Seventh, as children, individuals lack the awareness of 'self' but as adults they are not only becomes aware of it but they are also capable of controlling 'self'.

Argyris assumes that these changes exist on a continuum and that the 'healthy' personality matures along with the continuum from immaturity to maturity (Argyris cited in Sangtam & Talwar, 2013).

The behavioral patterns of the individual and also their habits are to some level determined by the level of maturity of the individual on which the pattern of their personality system is organized. The maturity makes available cognitive setting of situations for an individual to perceive the reasons, causes, relations, achievements and a sense of worthiness, which results in an organized and intelligent way of behavior of an individual. The way children go through their process of learning and the way they gain cognitive habits just like that their emotions also get developed and modified by the maturity. In this sense the features of scholastic study and social maturity involvements gets interrelated with the emotional maturity (Sangtam & Talwar, 2013).

Social Competence

The individual who is said to be socially competent is the one who is capable of making use of the personal and environmental resources to accomplish good developmental results (Waters & Sroufe, 1983).

Social competence is one's possession and use of ability to adjust in society cognitively, emotionally, and behaviorally. It is a process that develops with time, as a child grows he/she should become more and more socially competent with increasing

age. The development of social competence happens in stages. It has been noticed that social competence is a complex task and there is no universal definition of social competence. Different psychologists define it differently, Reitz (2012) define socially competent behavior as a person's behavior in a situation that leads him/her towards achievement of the personal goals while at the same time assuring the social acceptance of the behavior. The definition of social competence according to Toppings, Bremner, and Holmes (2000) is the ability which a person possesses and utilize it to integrate behavior, thinking, and feeling to achieve social tasks and the outcomes relevant to culture and context of that person (Gedviliene, Gerviene, Pasvenskiene, & Ziziene, 2014). Lang (2010) stated that,social competence is developed as a result of series of accomplished social learnings at each stage of life. Rose-Krasnor (1997) defined the construct of social competence as the outcome of organized behaviors that leads to effective interactions to fulfill short and long-term developmental needs.

The task of explaining the construct of social competence had come up in two ways. First, social competence has been explained solely with reference to the social skills. For example, Sarason (1981) explained the dimensions of social competence that Sarason thought were important to socially competent working; the list included person perception, problem-solving behavior, and perspective taking. The second, approach that defines the social competence places more emphasis on the outcomes that have been achieved socially than on the behavior and acts of social competency. Moreover, another definition of the construct of social competence is one's capability to be effective in the understanding of social goals. These social outcomes consist of being popular or liked by other children, having friends, and engaging in active social interaction with peers and fellows (Anderson & Messick, 1974; Foster & Ritchey, 1979).

During the past, many researchers have tried to get better awareness and understanding of emotions and emotional communication skills in social competence (Zasolnai, 2015; Hubbard & Coie, 1994). According to Halberstadt (2001), meaning of the interactions are mostly determined by emotional content. Emotions are essential for social interactions as self-motivated processes they generate and are shaped and formed by relationships with others.

Components of Social Competence

Social competence is very essential for the development of individual and can influence, emotional, social, and academic success of the individual. According to Vaughn and Hogan (1990), social competence consists of four components:

Operative use of social skills. For instance, identifying the social clues. This element contains the series of specific social skills, mostly targeted for observation and intervention of behavior.

Absence of behavior that is maladaptive. This component consists of the absence of thoughtful behavioral complications and harmful behavior, socially in a more encouraging manner, it also contains the development of control of self.

Appropriate social and cognitive functioning. Appropriate social and cognitive functioning according to the age of individual. For instance, self-perceptions about social competence of an individual that are acceptable. This component consists of self-evaluations as well as attributions, interpersonal problem solving, and judgments about the feelings of others behavior and motivation.

Positive social relations. It includes social relations with others that are positive in nature and acceptance from others. This element includes friendship patterns, relationships with family, general peer status, and intimate relationship at later ages.

The above four components form the basis for higher-level construct of social competence. As with the analogy of intelligence, each element has been associated multiple skills. No single element in separation can satisfactorily define the complete competence concept. In fact, competence of the individual can be made of different patterns of weaknesses and strengths across the components. Moreover, even though the components have some individuality, interrelatedness of modest patterns is well expected.

Early Models of Social Competence

Early models of social competence emphasize the role of context and specificity of situation in operationalizing the construct of competence. These models also permit for the organization and incorporation of the various component skills, cognitions, and behavior linked with social competence.

Behavioral-Analytic Model. The behavioral-analytic model of social competence was proposed by Goldfried and D'Zurilla (1969) for assessing social competence and it underlies the following steps;

Situational analysis. Certain criterions have defined the critical situation which occurs with some frequency and offers a challenging response decision which may result in a range of possible responses in a given population. Diversity of methods, including direct observation by self or others, interviews, and surveys.

Response enumeration. It is defined as the collection of possible responses of each of the situation. Direct observation, role plays, and replication in video and/or written formats are the methods to generate response alternatives.

Response evaluation. The computed responses are judged by significant others in the environment to see its effectiveness. An important element is that an agreement must occur or a particular item is removed from future concerns.

Assessing social competence. As per this model, a measure for assessing the social competence is developed and assessed as a last step.

Social Information Processing Model. Social Information Processing Model has been proposed by Crick and Dodge (1994). It has been used to understand the construct of social competence. It covers five steps which are explained by means of a computer metaphor and this nonlinear course links the behaviors and social cognition of children. Any difficulty that arises during the steps is described as a deficit in social competence. Following are the five steps:

➢ Observation and making conclusion of the related stimuli, being exposed to the verbal and nonverbal social cues, both internally and externally.

- Representing and interpreting social signals mentally, coming through numerous social experiences as well as understanding the reason that lie beneath the interaction, that is what actually happens cognitively.
- Representation of social situation is developed by getting into the long-term memory or construction of interaction in mind is compared to the prior situations that are stored in the long-term memory and the outcome of those previous interactions.
- Forth step includes response, selection, and decision making.
- Fifth step includes representation of behavior and evaluating it.

Tri-Component Model.   Cavell (1990) developed a model of social competence that contains three sub components that are in a hierarchical form;

Social adjustment.   The most advanced level of social competence in the hierarchy is the social adjustment. This is explained as the extent to which an individual accomplishes goals that are developmentally appropriate of society.

Social performance.   The next level of it is the social performance or the range of responses of the individual to related social situations that meet socially valid criterions.

Social skills.   The lowest level of social competence is social cognitive skills, which have been explained as specific skills. For instance, the performance of an individual within social tasks.

The Quadripartite Model.   Felner, Lease, and Philips (1990) proposed a theory of social competence. According to them the social competence involves four set of abilities and skills.

Cognitive abilities and skills.   The necessary knowledge of society and culture which have been effective for functioning in the society. For instance, occupational and academic abilities and skills, ability of decision making, and the processing of information

Behavioral skills and knowledge.   Behavioral skills and knowledge of behavioral responses and the ability of an individual to endorse them. These include,

conversational skills, cooperation, determination, positivity, role or perspective taking, and prosocial skills.

Emotional competencies. It affects the regulation and affective capacities of an individual for enabling socially competent responding and making affective relationships

Expectancy and motivational sets. Expectancy and motivation in an individual increases sense of efficacy and worthiness and lead to more development. Sense of efficacy, worthiness, and motivation plays great role in social competence of an individual.

Theoretical Aspects of Social Competence

Shehzad (2001) defined the construct of social competence with reference to the skills that are used by the individual that are socially acceptable and to fulfill the demands of society. According to him social competence refers to the cognitive and social skills and also the behavior that individual needs for a successful life.

Social skills. Social skills represent the capability of an individual to perform the behaviors that are significant for allowing the person to accomplish social competence. These skills contain a variety of verbal and nonverbal responses that effect the responses of other people and their perception during social interactions. It is very important that individuals are capable of adjusting the quantity and quality of nonverbal responses such as facial expression, social distance, posture, eye contact, and use of gesture which should be fulfilling the demands of always changing social situations adequately. Similarly, verbal qualities such as volume, tone, speed of voice and clarity of speech meaningfully make an influence on the impression one makes upon others and their reactions to the person. These micro level features of social skills are extremely important in defining the social interactions and their success. Social competence is usually defined broadly and its definition is complicated due to lack of objectivity regarding social skills. what one-person believes to be an appropriate social skill may appear unsuitable to another. Hohgan (1990) suggested that social competence contains suitable social cognition, operative social cognition, operative social behaviors, absence of behaviors that are maladaptive and positive

relationships with others. Gresham and Elliott (1987) identified social competence in suitable behavior, collaboration, conversational skills, expressing the feelings, and positive self-concept. Behavior that is adaptive includes development of language, functioning in academics, physical development and self-care skills.

Cognitive skills. O'Mally (1997) presented a model that includes the range of thoughts and pattern of information processing that happens when an individual is exposed to the social situations. These include the internal ideas that go with behavior and replicates feelings and thoughts of the individual about the situation to which one is exposed and one's assessment for the situation or the outcomes that are personal as well as the nature and amount of social information that has been processed by the individual about the situation. Cognitive skills are those skills that involve the functioning of mind of a human. These are called the mental skills and approximately extended from the procedural skills to memory skills, from thinking skills to language skills. In general, cognitive skills can be considered as lower order cognitive skills for instance listening and recalling as well as the higher order cognitive skills. Bloom's taxonomy can be used here, bloom's taxonomy is a classification system used to categorize, define, and distinguish the different levels of human cognition, lower level skills are linked to understanding and knowledge, and higher-level skills are linked to assessment, calculations and synthesis. Skills can be classified appropriately on the basis of different cognitive levels (Beyer, 1991). Beyer proposed that the skills of sorting, comparing, and observing are typically taught and learned by the individual during 7 to 12 grades. Different from the physical skills the cognitive skills are internal that indicate the fact that the development of cognitive skills is more challenging as compared to the development of physical skills.

Academic Achievement

The academic achievement refers to the average marks attained by an individual in the final examination. It has long been recognized as one of the most important goals of education (Rastogi, 2012). Academic achievement has been defined various times as the level of proficiency accomplished by the individual in academic work or as officially learned knowledge in school subjects, which is often signified by percentage of marks obtained by students in the examination (Shah, 2009).

Academic achievement has been considered as an important feature in life and is the most significant goal of Education. It plays a significant role in the development of human assets and is tied to the wellbeing of an individual and chances for living a prosperous life (Battle & Lewis, 2002).

Meaning of Achievement

The word of achievement means goal accomplished or level of success accomplished by an individual or the group. It means the accomplishment of task whether it be academic or physical, such as task accomplished individually or socially. Academic or scholastic achievement means the accomplished level of school tasks such as mathematics or science as means marks or grades used by schools earned by the students. In trades and occupations, it will refer to the various levels of skills achieved as measured by marks or grades during academics of the individual. Word of achievement means all those changes in the behavior which takes place in the individual as the outcome of various kinds of learning experience (Sangtam & Talwar, 2013).

Thorndike and Hagen (1970) proposed that 'Achievements are based on performance to show that a student has already learnt to do by now. Academic achievement is referring to the learned behavior and skills of the students when they have completed the course of study.

Academic achievement has long been known as one of the most significant and essential goals of education of an individual's life, all over the world. However, it is a general observation that students placed in a similar set of academic situations differ in their scholastic achievement. Research conducted on the academic achievement phenomenon has persuasively, confirmed that the academic achievement is an outcome of so many aspects of functioning within and outside the individual. Generally speaking the features which effect academic achievement can be considered into three types namely; intellectual, environmental and emotional. Out of these types of aspects, it has now been justly established that the emotional factors predominantly effect the anxiety and environmental factors like self-concept and levels of ambitions that mostly determine an individual's academic achievement (Rastogi, 2012).

A Theory of Educational Productivity

Wallberg (1981) presented a theory according to which nine factors are needed to develop to increase the cognitive, affective, and behavioral learning. Widely generalizable, consistent, and potent, these nine factors are given below:

➢ Ability or prior achievement of the individual measured by the standardized tests.

➢ Development, as indexed by the chronological age or stages of maturation, of the individual.

➢ Self-concept or motivation, as specified by personality tests or the student's preparedness and willingness to intensively persevere the learning tasks.

➢ The amount of time students uses for learning.

➢ The instructional experience and its quality, including psychological as well as curricular features.

Four factors that are environmental also constantly affect learning of the individual

➢ the educationally motivating, psychological climates of the home.

➢ The classroom, social group

➢ The peer group outside the school, and

➢ Use of out-of-school time (specifically, the amount of leisure-time or television viewing).

According to Wallberg each and every component seems essential for learning in school. Without at least a small amount of each component, the students can learn a little. Learning needs great quantity of instructions and high degrees of ability. Some factors are only adjustable by educators, for example, the lengths of time dedicated to different subjects, the curriculum and activities partially determined by varied economy, social, and political forces. Motivation and ability, additionally are under the influence of parents and family, by previous learning and by students themselves. Therefore, educators cannot raise the academic achievement of the student by just their own efforts alone.

Three of the factors include the psychological environment of the classroom group, affection, liking, and friendship and academic motivation and encouragement from adults at home; and a peer group that will be out of school, with the same learning interests, activities and goals- influence the learning of the individual in two ways: direct way is that students learn from them directly, and indirect way is that these aspects indirectly benefit learning by raising student's responsiveness to instructions, motivation, and learning.

The foremost influences that are causal, flow from instruction, aptitudes, and psychological environment to learning. In addition, however, these factors can also affect one another and are influenced in turn by the amount students learn since those who begin well, learns faster.

Emotional Maturity, Social Competence, and Academic Achievement

Emotions of an individual greatly effects the social life and academic functioning of an individual. A person's emotional state matters a lot if one wants to achieve better in social life and academic performance. So many researches have explored the impact of emotions on social and academic aspects. Various models have been developed to establish link between emotional, social, and academic aspects. One model was proposed by Eisenberg, Sadovsky, and Spinrad (2005). They suggested that emotional regulation was influenced by language skills, emotional knowledge, and emotional understanding of the children that seems to affect the social competence and academic performance. It was also considered that language skills and emotional understanding of the student will have direct effect on their social competence and academic achievement. Findings revealed that students use emotional understanding in situations that were emotionally charged, had improved relationships with peers, were more prosocial, and more socially skilled. Another study conducted by Izard et al. (2001) explored the role of emotional knowledge as a long-term predictor of positive and negative social behavior and academic competence. Findings of the study revealed that emotional knowledge predicted combined archives of positive and negative social behavior and academic competence. Researcher argued that the ability of an individual to detect and label emotional signals facilitates positive social interaction in the individual whereas shortfall in this ability leads to learning and behavioral problems (Izard et al., 2001). This shows that the emotional

aspect of one's personality has the tendency to predict social aspect and educational aspect of one's life.

Direct relationship between emotional maturity and social competence have also been explored by some researches. A study conducted by Kanwal and Rafique (2013) to explore the relationship between emotional maturity and social competence. Findings of the study showed that there was a positive relationship between emotional maturity and social competence. More studies conducted on the relationship of emotional maturity and social competence revealed similar results (Kapur & Javed, 2014; Kaur, 2018).

Emotional maturity is said to be one's ability to express emotions effectively. The construct of emotional expression was explored as the predictor of social competence in a study. The study investigated the impact of emotional expression of the family members of children on the social competence of children with reference to peers at school. Data for study was collected through self-report and through observations. Findings showed that reported expressiveness and observed parental affect were found to be the predictors of children's social competence (Boyum & Parke, 1995).

Social competence has also been explored in relation with emotional intelligence. A study conducted to explore the relationship between emotional intelligence, social competence, and psychological wellbeing. Findings revealed that emotional intelligence was positively correlated with social competence among both man and women (Mavroveli, Petrides, Rieffe, & Bakker, 2007). The relationship between emotional intelligence and emotional maturity is that an emotionally intelligent person will be able to recognize his emotions but an emotionally mature person not only recognizes emotions but can also control and express emotions effectively.

Researches have also been conducted on academic achievement in relation with the emotional maturity (Das, 2014; Hangal, 2007; Lal, 2014; Sangtum & Talwar, 2013; Shafeeq & Thaqib, 2015). A study was conducted to explain the relationship between emotional maturity and academic achievement among students of secondary school of urban and rural areas. The findings of the study revealed that there was no

significant difference between the emotional maturity and academic achievement of students from rural and urban areas. The findings also revealed that a nonsignificant relationship exist between emotional maturity and academic achievement of secondary school students of rural area. On the other hand, findings also revealed that the relationship between emotional maturity and academic achievement of the urban students was significant. Similar trend was shown for whole sample (Das, 2014). Another study that was conducted by Shafeeq and Thaqib (2015) that aimed to investigate the relationship between emotional maturity of secondary school students and their academic achievement. The findings of the study revealed that emotional maturity of most secondary school students were extremely unstable. The findings also revealed that the correlation between the emotional maturity of the secondary school students and their academic achievement was highly positive. Similar findings were revealed by other researches (Hangal, 2007; Lal, 2014; Sangtum & Talwar, 2013).

Social competence of a person also plays an important role in the academic achievement of that person. A study has been conducted on the relationship of social competence and academic achievement on the basis of the theoretical model of Vaughn and Hogan (1990). Results of the study revealed a positive relationship of social competence with academic achievement (Veríssimo, Lemos, Lopes, & Rodrigues, 2008).

Gender, Age, Work Status, and Study Variables

Demographic variables play a vital role on emotional maturity, social competence, and academic achievement of the students. Following are some researches that explained for impact of demographic variables on study variables.

Work Status

Work status greatly effects emotional maturity of an individual. Conceptually it is clear that increase in exposure and learning leads to greater emotional maturity. Vaghela (2014) conducted a research which investigated the effect of work status (being working and nonworking) of women on emotional maturity. There was a significant difference between nonworking and working women. The findings

revealed that the women who were working significantly differed on score of emotional maturity as compared to women who were nonworking. Working women had shown improved emotional maturity as compared to nonworking women.

Social competence of individual starts developing at the time of birth and continuously develop throughout the various stages of life, but some factors lead the individual to be more socially competent. One of these factors is work status of the individual. People who are working handles and deals with more of social situations as compared to people who does not work. A study was conducted by Singh and Singh (2014) on the effect of social competence on development of young entrepreneur. The study was focused on the sample of unemployed and employed entrepreneurs. The findings revealed that the employed entrepreneurs were found to have high team building and social skills as compared to the unemployed entrepreneurs. Results also revealed that subjective wellbeing was higher among employed entrepreneur as compared to unemployed entrepreneur.

Work status of individual also effects the studies of an individual. A person who works has more responsibilities as compared to a person who does not work. A study conducted by Andemariam (2015) investigated the work involvement and academic achievement, however, employed students was dealt as both heterogeneous and homogeneous categories on the basis of experience. When student employment was dealt as a homogenous category, the findings showed that GPA of nonworking students was found to be higher as compared to their counterparts (working students) and when it was dealt as heterogeneous, the effect of it was negative on the GPA. In both the tactics, results showed there was a statistically significant negative influence of student employment on academic achievement.

Gender

Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power, and influence that society ascribes to the two sexes on a differential basis (Vlassoff, 2007). So, gender not only effects the thinking patterns of the individual but the other psychological factors too. That is why it is important to explore the impact of gender on the study variables (emotional maturity, social competence, and academic achievement).

Gender of an individual effects emotional maturity of the individual because genders differently experience emotions, manage emotions, and express emotions. A common stereotype in both Western and Eastern cultures suggests that women are more emotional than men (Gard & Kring, 2007). Men mostly do not express when they are sad but women not only can recognize their emotions better but also easily expresses them. Narula (2017) conducted a research to explore the relationship between social competence and emotional maturity among young women and men. Findings showed that emotionally maturity was higher in women as compared to the men.

Social competence of an individual also depends on the gender of the individual, as men tend to deal with more social situations as compared to women, so there is a supposed difference in social competence of men and women. When relaxing socially, men more often gravitate to large groups. Whereas women, for their part, are more likely to seek and maintain one or two close friends and to share more intimate information and feelings with these individuals. To the extent that these gender differences in social interactions occur, so they can make women less visible or noticeable than men (Seifert & Sutton, n.d.). A research conducted by Manohan and Steinberg (2011) on prominence of individual differences in level of social competence throughout the evolution to adolescence. The research investigated that how school evolution and early pubertal maturation of students modify the youth routes of social competence throughout the evolution process. Social competence displayed strong steadiness, with most socially competent student remaining so in period of adolescence. Study also investigated the differences among gender on social competence, findings revealed that social competence was higher among boys as compared to girls.

Impact of gender on academic achievement should also be considered, as differences have been found on the academic achievement of men and women. A study (Pirmohamed, Debowska, & Boduszek, 2017), investigated the differences based on gender with reference to academic achievement of students of university. The study inspected the value of prediction of study time and academic motivation in explaining the academic achievement amongst female and male students. Findings

discovered that female students scored significantly higher on study time and academic achievement as compared to male students.

Age

Age greatly effects the emotional maturity of an individual. This was indicated by a study that investigated the relationship between emotional maturity and drinking-and-driving involvement among young adults aged 25-34 years. The age was broken down into two categories (25-29 and 30-39). Findings of the study revealed that emotional maturity of the individual increases with age (Boyd & Huffman, 1984).

As age effects emotional maturity of the individual, it also effects the social competence of the individual. Social competence is said to be a construct that develops with the stages of life. A study examined the patterns of developmental change and individual differences in social competence of children with depressed and psychologically healthy mothers, from the period of toddlerhood to the period of late preschool. Results indicated that social competence increased with age, results also showed that maternal diagnosis moderated the patterns of developmental change. Social competence was found to be unstable individually (Denham et al.,1991)

Impact of age on academic achievement of the individual was examined in a study. The study explored the possible relationship between student age on academic performance in their first, second, and third grade years. Study results indicated that age of the student had a statistically significant positive relationship with academic performance of the student (Voyles, 2011)

Researches from Pakistan

Researches have been conducted on the constructs of emotional maturity, social competence, and academic achievement in Pakistan. Researches have been conducted to explore the relationship between emotional maturity and social competence, findings revealed by those researches indicated that there was a positive relationship between emotional maturity and social competence (Kanwal & Rafique, 2013; Kapur & Javed, 2014).

A research was also conducted on the relationship of emotional maturity, stress, and academic achievement among university students, findings revealed that emotional maturity was negatively correlated with stress and was positively correlated with academic achievement. Furthermore, results showed that men had higher emotional maturity and academic achievement as compared to women (Zainab & Akhtar, 2017).

One of the researches conducted in Pakistan on the construct of emotional maturity explored the mediating effect of emotional immaturity, aggression, and social desirability on psychological maltreatment and delinquent tendencies among juvenile delinquents and students. Six patterns of delinquency emerged including risk taking, sex related, steeling related, drugs related, police encountering, and attention seeking delinquent tendencies. Results revealed that emotional abuse was the significant predictor of delinquent tendencies and emotional immaturity acted as a mediator of this relationship (Ishfaq, 2014).

Social competence is further studied with self-efficacy and emotional expression. Aim of the study was to explore the role of self-efficacy and emotional expression in the social competence of adolescents. Results revealed that self-efficacy was significant predictor of social competence whereas emotional expression did not play significant role in social competence (Aftab, 2010).

Academic achievement has been explored with reference to emotional intelligence. The aim of the study was to explore the relationship between emotional intelligence and academic achievement among university students. Results showed that academic achievement was positively correlated with the emotional intelligence (Akrem, 2004).

Rationale of Study

University students include mostly the young adults or middle adults. The university students bear the responsibility of building a stable and successful career for themselves, the responsibility on university students is much higher than the students of school or college. The students once entered in universities have to bear the burden of education and other responsibilities increases. Some of the university

students have to work also, along with their studies. The burden of responsibilities on the shoulders of university students demand emotional maturity, improved social competence, and better academic performance in order to get their goals fulfilled effectively. The importance of emotional maturity in a student's life effects greatly his social competence and academic achievement as well. Literature has shown that mostly studies on emotional maturity, social competence, and academic achievement have focused on the sample of school children or adolescents (Boyum & Parke, 1995; Hangal, 2007; Sangtum & Talwar, 2013; Lal, 2014; Das, 2014 Shafeeq & Thaqib, 2015) but current study will be focusing on university students.

Emotional maturity in an individual's personality is a very crucial thing, that develops over time, with increase in experience, learning and thinking of the individual. Emotions effect nearly every aspect of individual's personality and life, it can effect social aspect, behavior, and success in a person's life. An emotionally mature person will be able to control his/her emotions and show emotions that will lead to social adjustment (Sangtam & Talwar, 2013). Emotional maturity in a person can lead to better social competence, a person who is able to understand, express, and control his emotions effectively and appropriately according to the current situation will be able to handle the social situations effectively and will possess emotional skills that are important for social acceptance and social adaptation.

Emotional maturity not only affect individual's social competence but it is important in every aspect of life, including academics, job and professional life of the individual. Emotionally mature person will not let his emotions to negatively affect his academic performance because emotionally matured person can effectively control his emotions. According to Safarpoor (2007) development and maturity of emotions is a very important and crucial aspect in one's personality for successful life and education too. Literature shows that there are researches that have explored the relationship between emotional maturity and academic achievement (Das, 2014; Hangal, 2007; Lal, 2014; Sangtum & Talwar, 2013; Shafeeq & Thaqib, 2015).

The work status of a student effects greatly on the emotional development, social and academic life also. A working student has more experience, more learning and more exposure to the social situation that can lead to better development of emotions, better dealing with social situations and can effect academic performance

negatively. Work status of the student can also effect relationship between emotional maturity, social competence and academic achievement. But, few researches have emphasized on the effect of work status on the relationship of study variables (Andemariam, 2015; Singh & Singh, 2014; Vaghela, 2014).

METHOD

Chapter 2

Method

Objectives

The research objectives of present study are;

1. To explore the relationship between emotional maturity, social competence and academic achievement among working and nonworking university students.
2. To explore the role of demographic variables (age, education, gender, and work status) in relation with emotional maturity, social competence, and academic achievement.

Hypotheses

The research hypotheses of present study are;

1. Emotional maturity will have a positively relationship with social competence and academic achievement.
2. Social competence will have a positive relationship with academic achievement.
3. Working students will have higher emotional maturity and social competence as compared to nonworking students.
4. Nonworking students will have higher academic achievement as compared to working students.
5. Female students will have higher emotional maturity and academic achievement as compared to male students.
6. Male students will have high social competence as compared to female students.

Conceptual and Operational Definition

The operational definitions of study variables are;

Emotional Maturity. Emotional Maturity has been conceptualized as an opposite terminology to the notion of emotional immaturity. Emotional immaturity is determined by combined effect of five factors which includes emotional instability, emotional regression, social maladjustment, personality disintegration, and dependence.

Emotional Maturity has been operationalized through scores obtained on Emotional Maturity Scale where low scores mean more emotional maturity and high score mean less maturity.

Emotional Instability. Emotional Instability is expressed as rapidly changing and unreliable responses characterized by short temper (Singh & Bhargava, 2012).

Emotional Instability is operationalized through scores obtained on emotional stability subscale of Emotional Maturity Scale where high scores mean more instability and low score mean less instability.

Emotional Regression. Emotional Regression is characterized by the impression of inferiority complex, impulsiveness and aggressive behavior (Singh & Bhargava, 2012).

Emotional Regression is operationalized through scores obtained on emotional progression subscale of Emotional Maturity Scale where high scores mean more emotional regression and low score mean less emotional progression.

Social Maladjustment. Social Maladjustment is depicted through the impression of being a loner, hatred, self-centered and maladaptive behavior of an individual (Singh & Bhargava, 2012).

Social Maladjustment is operationalized through scores obtained on social adjustment subscale of Emotional Maturity Scale where high scores mean more social maladjustment and low score mean less social adjustment.

Personality Disintegration. Disintegration of personality is depicted through the impression of emotionally charged responses, developing phobias, dejection distorted picture of reality (Singh & Bhargava, 2012).

Personality Disintegration is operationalized through scores obtained on personality integration subscale of Emotional Maturity Scale where high scores mean more personality disintegration and low score mean less personality integration.

Dependence. Dependence is characterized by parasitic reliance on other people and deficient in objective interests. It is measured through high scores in independence subscale of EMS (Singh & Bhargava, 2012).

Dependence is operationalized through scores obtained on independence subscale of Emotional Maturity Scale where high scores mean more dependence and low score mean less independence.

Social Competence. Social Competence refers to the skills necessary to be accepted and fulfilled socially. It refers to the social, emotional, and cognitive skills and behavior that people need for successful social adaptation (Shehzad, 2001).

Social Competence has been operationalized through scores obtained on Social Competence Scale where high scores mean more Social Competence and low score mean less Social Competence.

Academic Achievement. Academic Achievement refers to success of students in getting short term and long-term goals. It is a multidimensional construct and is concerned with student capability and performance. Cognitive, emotional, physical, and many other factors are involved in academic achievement (Steinberg, 2001).

In this study, Academic Achievement is operationalized through percentage of marks in last semester exams.

Instruments

Two scales were used to measure emotional maturity and social competence. the description of scales is given below;

Emotional Maturity Scale (EMS). Emotional Maturity Scale was developed by Singh and Bhargava (1999). For the present study *Urdu* version of the scale translated by Ishfaq (2014) was used. The Emotional Maturity Scale measures emotional maturity using five dimensions including Emotional instability, Emotional regression, Social maladjustment, Personality disintegration, dependence. Scale has a total of 48 items; each subscale has 10 items except for the subscale of independence that has 8 items. Emotional Maturity Scale is a self-report measure. Items are provided with a five-point response category. The five response categories of scale ranges from Always (5) to Never (1). The lower the score on the scale, greater is the degree of the emotional maturity and vice-versa (Singh & Bhargava, 1990). Earlier studies have reported satisfactory scale reliability i.e., for Emotional Instability .80, for Emotional Regression .65, for Social Maladjustment .78, for Personality Disintegration .76, for Dependence .85, and Reported alpha coefficient of Emotional Maturity Scale was .93 (Ishfaq, 2014).

Social Competence Scale. Social Competence Scale was developed by Shehzad (2001), it consists of 22 items. Five items (2, 7, 8, 19, & 20) were negatively phrased which were later reverse scored. It is a 5-point rating scale with response categories ranging from Always (5) to Never (1) with high score indicating high level of social competence. Reported alpha coefficient of Social Competence Scale was .72 (Umar, 2014).

Sample

Study was conducted with university students using convenient sampling technique. Participants were taken from different universities of Islamabad, i.e., Quaid-i-Azam university, NUML University (National University of Modern Languages), CUST University (Capital University of Science and Technology), and COMSATS University. The sample ($N = 298$) comprised of both men ($n = 100$) and women ($n = 198$). Age of the sample ranged from 18 to 35 years ($M_{age} = 23.19$; $SD = 3.08$). Furthermore, demographic details were asked using a demographic sheet asking for gender, level of education (completed) and work status of the students was asked

from the participants. One variable of study i.e., Academic Achievement that was measured through the percentages of last semester exam was also measured as a part of this demographic sheet. Detailed demographic profile of the sample is provided in Table 1 given below:

Table 1

Frequency and Percentages along with Demographic Variables (N=262)

Demographic Variables	f	%
Gender		
Men	100	33.6
Women	198	66.4
Working status		
Working	148	49.7
Non-working	150	50.3
Education		
Graduates	226	75.8
Post-Graduates	72	24.2

Table 1 is showing the frequency and percentages of sample along with gender, work status and level of education.

Procedure

Data was collected from different universities of Islamabad. At first permission was taken from the administrations of different universities for the purpose of collecting data. The study participants were approached in their respective institutes. Ethical considerations were followed by informing the participants about the purpose of the research and they were also told that the information provided by them would be kept confidential and they can withdraw anytime without any penalty and were told that their participation was voluntary. The above information was not only written in the informed consent form but also was verbally told to them. In order to confirm the willingness of students their signatures were taken on the informed consent form. The questionnaires were given to the participants in the form of booklets; booklets

consisted of informed consent form, demographic sheet, and scales. Participants were requested to provide their genuine responses on the questions and not to leave questions unfilled, so as to avoid the inappropriate and missing data. While collecting data the inquiries of participants were answered. At the end participants and authorities of concerned institutes were thanked for their cooperation.

RESULTS

Results

Data was analyzed by using Statistical Package for Social Sciences (SPSS) for quantitative analysis. Reliability of Emotional Maturity Scale (along with its subscales) and Social Competences Scale was checked through *Cronbach* Alpha Coefficients. In addition, descriptive statistics were computed to see the data distribution trends. Moreover, skewness and kurtosis levels were also seen to check the normality assumption of data, first it was checked on the sample of university students then on working and nonworking students discretely. Then in order to find relationship between study variables, *Pearson* Product Moment Correlation was computed. In order to check the predicting role of Emotional Maturity for Social Competence and Academic Achievement, Linear Regression analysis was done, it was also done first on the sample of university students then on working and nonworking students discretely. Independent sample *t*-test was conducted to assess the group differences across work status, gender and level of education among university students and among working and nonworking students discretely with reference to study variables.

Table 2

Reliability and Descriptive Statistics of Emotional Maturity Scale and Social Competence Scale Among University Students (N = 298)

Scales	No. of Items	α	M	SD	Range Potential	Range Actual	Skewness	Kurtosis
EMS	48	.90	96.54	21.10	48-240	55-197	.76	.92
EI	10	.74	21.95	6.62	10-50	10-48	.88	.91
ER	10	.74	21.51	6.48	10-50	10-42	.61	-.07
SM	10	.66	19.03	5.17	10-50	10-40	.89	1.15
PD	10	.73	17.55	5.33	10-50	10-46	1.46	3.41
DP	8	.62	16.50	4.38	8-40	9-33	1.01	1.34
SCS	22	.80	81.49	10.11	22-110	39-106	-.32	.71
AA	-	-	73.41	8.38	1-100	50-90	-	-

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 2 is showing number of items, mean, standard deviation, potential range, actual range, skewness and kurtosis for Emotional Maturity Scale along with its subscales, Social Competence Scale and Academic Achievement. Alpha coefficient for Emotional Maturity Scale came out to be .90 for overall scale whereas the reliability coefficient of its subscales ranges from .62 to .74. The alpha coefficient of Social Competence Scale is .80. Table also delineates the average scores along with variability (shown by Standard Deviation) for all study variables. All values of skewness and kurtosis are up to ± 3, an indication for meeting normality assumption (Westfall, 2014).

Table 3

Reliability and Descriptive Statistics of Emotional Maturity Scale and Social Competence Scale Among Working Students (N = 148)

Scales	No of Items	α	M	SD	Range Potential	Range Actual	Skewness	Kurtosis
EMS	48	.89	91.06	20.13	48-240	55-142	.68	-.07
EI	10	.72	20.58	6.13	10-50	10-40	.83	.60
ER	10	.77	20.55	6.52	10-50	10-42	.84	.43
SM	10	.65	17.67	4.70	10-50	10-36	.85	.78
PD	10	.64	16.38	4.35	10-50	10-33	1.23	1.80
DP	8	.56	15.88	3.96	8-40	9-31	1.00	1.31
SCS	22	.84	83.78	10.55	22-110	39-104	-.80	1.68
AA	-	-	73.81	7.34	1-100	50-90	-	-

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 3 is showing number of items, mean, standard deviation, potential range, actual range, skewness and kurtosis for Emotional Maturity Scale along with its subscales, Social Competence Scale and Academic Achievement among working students. For Emotional Maturity Scale the number of items is 48, subscales have 10 items each except the subscale of Dependence that has 8 items, for Social Competence Scale number of items are 22. Alpha coefficient for Emotional Maturity Scale came out to be .89 for overall scale whereas the reliability coefficient of its subscales ranges from .56 to .77. The alpha coefficient of Social Competence Scale is .84. Table also delineates the average scores along with variability (shown by Standard Deviation) for all study variables. All values of skewness and kurtosis are up to ±3, an indication for meeting normality assumption (Westfall, 2014).

Table 4

Reliability and Descriptive Statistics of Emotional Maturity Scale and Social Competence Scale Among Nonworking Students (N = 150)

Scales	No of Items	α	M	SD	Range Potential	Range Actual	Skewness	Kurtosis
EMS	48	.89	101.95	22.68	48-240	59-197	.79	1.40
EI	10	.73	23.30	6.82	10-50	11-48	.90	.99
ER	10	.70	23.45	6.30	10-50	10-39	.44	-.307
SM	10	.62	20.38	5.27	10-50	11-40	.93	1.31
PD	10	.76	18.71	5.94	10-50	10-46	1.37	2.98
DP	8	.65	17.11	4.70	8-40	9-33	.93	1.14
SCS	22	.73	79.23	9.14	22-110	55-106	.10	.484
AA	-	-	73.02	9.30	1-100	50-88	-	-

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 4 is showing number of items, mean, standard deviation, potential range, actual range, skewness and kurtosis for Emotional Maturity Scale along with its subscales, Social Competence Scale and Academic Achievement among nonworking. For Emotional Maturity Scale the number of items is 48, subscales have 10 items each except the subscale of Dependence that has 8 items, for Social Competence Scale number of items are 22. Alpha coefficient for Emotional Maturity Scale came out to be .89 for overall scale whereas the reliability coefficient of its subscales ranges from .62 to .76. The alpha coefficient of Social Competence Scale is .73. Table also delineates the average scores along with variability (shown by Standard Deviation) for all study variables. All values of skewness and kurtosis are up to ±3, an indication for meeting normality assumption (Westfall, 2014).

Table 5

Correlation Between Emotional Maturity Scale, Social Competence, Academic Achievement and Demographic Variables Among University Students (N = 298)

	Variables	1	2	3	4	5	6	7	8	9
1	EMS	-	.82**	.83**	.79**	.84**	.63**	-.49**	-.15*	-.22**
2	EI		-	.70**	.52**	.58**	.28**	-.36**	-.14*	-.18**
3	ER			-	.51**	.59**	.31**	-.42**	-.12*	-.14*
4	SM				-	.62**	.49**	-.46**	-.13*	-.25**
5	PD					-	.57**	-.35**	-.12*	-.14*
6	DP						-	-.34**	-.04	-.14*
7	SCS							-	.08	.12*
8	AA								-	.08
9	Age									-

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement; Age.

Table 5 shows the correlation coefficient between Emotional Maturity Scale, its subscales that are Emotional Instability, Emotional Regression, Social Maladjustment, Personal Disintegration, Dependence, and Social Competence Scale, Academic Achievement and age of the respondent. It has been indicated that the correlation coefficient between Emotional Maturity Scale and Social Competence Scale is negative and significant. A similar trend has been indicated for the relationship between Emotional Maturity Subscales and Social Competence. This indicates for the positive relationship between Emotional Maturity and Social Competence. The correlation coefficient between Emotional Maturity Scale along with its subscales and Academic Achievement is negative which means that academic achievement has a negative relationship with emotional immaturity. The correlation of Academic Achievement with Social Competence is nonsignificant. Moreover, results showed that correlation coefficient of age with Emotional Maturity Scale is negative, negative sign shows that there is positive relationship between age and emotional maturity because low scores on Emotional Maturity Scale indicates higher emotional maturity. The correlation coefficient between age and Social Competence Scale is positive and nonsignificant relationship was found between age and Academic Achievement.

Table 6

Step Wise Linear Regression Analysis on Subscales of Emotional Maturity Scale as Predictor of Social Competence Among University Students (N = 298)

Variables	B	β	R^2	ΔR^2	F	95 % CI	
						LL	UL
Step 1							
Constant	98.45	-.456				94.53	102.38
SM	-.891		.208		77.72	-1.09	-.692
Step 2							
Constant	102.27	-.324				98.11	106.43
SM	-.634	-.260				-.857	-.410
ER	-.406		.258	.050	51.34	-.585	-.227
Step 3							
Constant	104.74					100.11	109.37
SM	-.518	-.265				-.761	-.275
ER	-.388	-.248				-.566	-.210
DP	-.306	-.133	.271	.013	36.52	-.566	-.046

Note. ER = Emotional Regression; SM = Social Maladjustment; DP = Dependence.

Table 6 shows the results of step wise regression analysis on subscales of emotional maturity scale as predictor of social competence. It is evident from the results that social maladjustment subscale is predicting social competence by explaining 20.8% of variance. Next it is emotional regression subscale that is predicting social competence by explaining 25.8% of variance. Lastly it is dependence subscale that is predicting social competence by explaining 27.1% of variance. All of the subscales (i.e. Social maladjustment subscale, emotional regression subscale, and dependence subscale) that are predicting social competence are negatively predicting social competence, but social adjustment, emotional progression, and independence are positively and significantly predicting the social competence. That is because low scores on all these subscales indicates high level of the dimension being measured.

Table 7

Step Wise Linear Regression Analysis on Subscales of Emotional Maturity Scale as Predictor of Academic Achievement Among University Students (N = 298)

Variables	B	B	R^2	F	95 % CI	
					LL	*UL*
Step 1						
Constant	77.32				74.03	80.61
EI	.073	-.140	.020	5.95	-.321	-.034

Note.   EI = Emotional Instability

Table 7 shows results of the step wise linear regression analysis on the subscales of emotional maturity scale as predictors of academic achievement. The results showed that emotional instability among all the subscales is significantly predicting the academic achievement, all other subscales (i.e., emotional regression, social maladjustment, personality disintegration, dependence) were excluded except for the emotional instability subscale. Which is explaining 2 % of variance. The emotional instability subscale is negatively predicting academic achievement, but emotional stability is positively and significantly predicting the academic achievement because low scores on emotional instability subscale shows high emotional stability.

Table 8

Correlations Between Emotional Maturity, Social Competence and Academic Achievement Among Working and Non-Working Students (N = 298)

	Variables	EMS	EI	ER	SM	PD	DP	SCS	AA	Age
1	EMS	-	.84**	.86**	.75**	.83**	.58**	-.48**	-.12	-.20*
2	EI	.80**	-	.71**	.50**	.60**	.28**	-.38**	-.14	-.19*
3	ER	.80**	.68**	-	.50**	.64**	.33**	-.41**	-.10	-.11
4	SM	.79**	.50**	.49**	-	.57**	.40**	-.39**	-.06	-.27**
5	PD	.85**	.53**	.55**	.62**	-	.46**	-.35**	-.06	-.08
6	DP	.64**	.25**	.27**	.53**	.62**	-	-.31**	-.09	-.13
7	SCS	-.46**	-.29**	-.41**	-.46**	-.30**	-.33**	-	.17*	.08
8	AA	-.15	-.13	-.14	-.17*	-.14	-.001	-.01	-	.19*
9	Age	-.098	-.04	-.10	-.08	-.10	-.07	-.01	-.10	-

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 8 shows the correlations of emotional maturity and its subscales, social competence and academic achievement among working students and nonworking students discretely. In the table results are shown in two diagonals, the above diagonal shows the correlation coefficients between study variables among working students and the below diagonal shows the correlation coefficients between study variables among nonworking students. Results showed that correlation coefficient between emotional maturity, its subscales and social competence is significant and negative among working students, same relationship was found between emotional maturity and social competence of nonworking students. The correlation coefficient between social competence and academic achievement among working students was found to be significant and positive but among nonworking students the correlation coefficient between social competence and academic achievement was nonsignificant. Whereas

the correlation coefficient between emotional maturity, its subscales and academic achievement was found to be nonsignificant. The correlation coefficient between emotional maturity, its subscales and academic achievement is also negative and nonsignificant among nonworking students except the subscales of social maladjustment of emotional maturity scale has significantly negative correlation coefficient with academic achievement. In short, the results showed that correlation coefficient between emotional maturity and social competence is significantly positive among working students as well as nonworking students (low scores on emotional maturity scale shows higher emotional maturity). The correlation coefficient between social competence and academic achievement is significant and positive among working students but nonsignificant among nonworking students. Moreover, nonsignificant and positive correlation coefficient among working students as well as nonworking students is shown in the table, except the social adjustment subscale that has significantly positive correlation coefficient with academic achievement among nonworking students. Relationship of age with study variables is nonsignificant among nonworking students whereas among working students it is significant with emotional maturity scale, emotional instability subscale, and social maladjustment subscale showing that age is positively correlated with emotional maturity, emotional stability, and social adjustment (high scores on emotional maturity indicates high emotional immaturity and low emotional maturity).

Table 9

Step Wise Linear Regression Analysis on Emotional Maturity and its subscales as Predictor of Social Competence Among Working Students (N = 150)

Variables	B	β	R^2	ΔR^2	F	95 % CI	
						LL	UL
Step 1							
Constant	97.29					92.09	102.50
ER	-.658	-.407	.166		28.98	-.899	-.416
Step 2							
Constant	103.13					96.74	109.52
ER	-.456	-.282				-.727	-.185
SM	-.565	-.252	.214	.048	19.68	-.941	-.189

Note. ER = Emotional Regression; SM = Social Maladjustment.

Table 9 shows the results of step wise regression analysis on subscales of emotional maturity scale as predictor of social competence among working students. It is evident from the results that emotional regression subscale is predicting social competence by explaining 16.6% of variance. Next it is social maladjustment subscale that is predicting social competence by explaining 21.4% of variance. Both of the subscales (i.e., Emotional regression subscale and social maladjustment subscale) that are predicting social competence are negatively predicting social competence, but emotional progression and social adjustment are positively and significantly predicting the social competence. That is because low scores on all these subscales indicates high level of the dimension being measured. Other subscales (i.e., emotional instability, personality disintegration, and dependence) were excluded.

Table 10

Step Wise Linear Regression Analysis on Emotional Maturity and its subscales as Predictor of Social Competence Among Non-Working Students (N = 148)

Variables	B	β	R^2	ΔR^2	F	95 % CI	
						LL	UL
Step 1							
Constant	95.48					90.22	100.75
SM	-.798	-.460	.212		39.75	-1.05	-.548
Step 2							
Constant	99.11					93.417	104.80
SM	-.345	-.238				-.579	-.111
ER	-.596	-.344	.255	.043	25.12	-.875	-.316

Note. ER = Emotional Regression; SM = Social Maladjustment.

Table 10 shows the results of step wise regression analysis on subscales of emotional maturity scale as predictor of social competence among non-working students. It is evident from the results that social maladjustment subscale is predicting social competence by explaining 21.2% of variance. Next it is emotional regression subscale that is predicting social competence by explaining 25.5% of variance. Both the subscales (i.e., Social maladjustment subscale and emotional regression subscale) that are predicting social competence are negatively predicting social competence, but social adjustment, emotional progression, and independence are positively and significantly predicting the social competence. That is because low scores on all these subscales indicates high level of the dimension being measured. All other subscales (i.e., emotional instability, personality disintegration, and dependence) were excluded.

Table 11

Step Wise Linear Regression Analysis on Emotional Maturity and its subscales as Predictor of Academic Achievement Among Non-Working Students (N = 150)

Variables	B	β	R^2	F	95 % CI	
					LL	UL
Step 1						
Constant	78.953				73.00	84.90
SM	-.291	-.165	.027	4.133	-.574	-.008

Note. SM = Social Maladjustment.

Table 11 shows results of the step wise linear regression analysis on the subscales of emotional maturity subscales as predictors of academic achievement among non-working students. The results showed that social maladjustment among all the subscales is significantly predicting the academic achievement. All other subscales (i.e., emotional instability, emotional regression, personality disintegration, dependence) were excluded except for the social maladjustment subscale. Which is explaining 2.7% of variance. The social maladjustment subscale is negatively predicting academic achievement, but social adjustment is positively and significantly predicting the academic achievement because low scores on emotional instability subscale shows high emotional stability.

Table 12

Simple Linear Regression Analysis on Social Competence as Predictor of Academic Achievement Among Working Students (N = 148)

Variable	*B*	*SE*	*P*	95 % CI	
				LL	*UL*
Constant	64.19	4.80	.000	54.71	73.68
SCS	.115	.057	.045	.002	.227
R^2	.027				
F	4.07				

Note. SCS = Social Competence Scale.

Table 12 is showing the simple linear regression analysis on Social Competence as predictor of Academic Achievement among working students. Results showed that Social Competence Scale is significantly predicting Academic Achievement by explaining 2.7% of the variance. This indicates that social competence is positively predicting academic achievement among working students.

Table 13

Mean Differences in Work Status on Variables of the Study Among University Students (N = 298).

Variable	Working (n =148)		Non-Working (n =150)		t	p	95 % CI		Cohen's d
	M	SD	M	SD			LL	UL	
EMS	91.06	20.14	101.9	22.68	4.383	.000	-15.77	-5.99	.505
EI	20.58	6.129	23.30	6.82	3.620	.000	-4.197	-1.24	.419
ER	20.55	6.526	22.45	6.31	2.564	.011	-3.369	-.44	.296
SM	17.67	4.703	20.38	5.27	4.685	.000	-3.850	-1.57	.542
PD	16.38	4.35	18.71	5.94	3.851	.000	-3.508	-1.14	.448
DP	15.88	3.959	17.11	4.70	2.439	.015	-2.220	-.24	.283
SCS	83.78	10.55	79.23	9.14	.3.977	.000	2.299	6.80	.461
AA	73.81	7.344	73.02	9.31	.808	.420	-1.125	2.70	.094

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 13 shows mean differences with respect to work status on Emotional Maturity Scale along with its subscales, Social Competence Scale and Academic Achievement. The results showed significant difference among working and non-working students on emotional maturity scale, its subscales and social competence, but nonsignificant differences were found on academic achievement. Results showed that scores on Emotional Maturity Scale and its subscales are higher among non-working students as compared to working students, that means working students have higher emotional maturity as compared to non-working students (low scores on Emotional Maturity Scale indicated higher emotional maturity). Moreover, results showed higher social competence among working students as compared to nonworking students.

Table 14

Mean Differences Among Gender on Variables of the Study Among University Students (N = 298)

Variables	Men (n =100)		Women (n =198)		t	p	95 % CI		Cohen's d
	M	SD	M	SD			LL	UL	
EMS	94.52	19.56	97.56	23.26	1.12	.263	-8.38	2.29	.141
EI	20.94	5.803	22.46	6.95	1.88	.061	-3.11	.07	.237
ER	20.74	5.249	21.89	6.99	1.46	.147	-2.72	.41	.186
SM	18.80	5.462	19.15	5.03	.55	.580	-1.60	.90	.067
PD	17.26	5.34	17.70	5.34	.68	.500	-1.73	.85	.082
DP	16.74	4.322	16.35	4.42	.79	.429	-.63	1.49	.089
SCS	82.15	9.520	81.15	10.40	.80	.422	-1.44	3.44	.100
AA	72.24	7.747	74.48	7.11	2.48	.014	-4.00	-.46	.301

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 14 shows the mean difference with respect to gender of study participants on Emotional Maturity Scale along with its subscales, Social Competence Scale, and Academic Achievement. The results showed that there is a significant difference on academic achievement where females students have high academic achievement then male students. For all other variables the differences came out to be nonsignificant.

Table 15

Mean Differences Among Gender on Variables of the Study Among Working Students (N = 148).

Variables	Men (n = 52)		Women (n = 96)		t	p	95 % CI		Cohen's d
	M	SD	M	SD			LL	UL	
EMS	89.04	19.24	92.16	23.26	.899	.370	-9.97	3.74	.146
EI	20.06	5.75	20.86	6.95	.764	.446	-2.90	1.28	.125
ER	20.04	5.50	20.82	20.82	.697	.487	-3.01	1.44	.051
SM	17.12	5.17	17.97	5.03	1.05	.293	-2.45	.75	.166
PD	15.80	4.19	16.70	3.93	1.19	.236	-2.37	.59	.022
DP	16.02	4.04	15.80	4.42	.318	.751	-1.13	1.57	.052
SCS	84.38	9.33	83.45	10.40	.514	.608	-2.66	4.53	.094
AA	71.24	8.195	75.48	6.50	2.86	.005	-6.39	-1.15	.573

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 15 shows the mean difference with respect to gender of study participants on Emotional Maturity Scale along with its subscales, Social Competence Scale, and Academic Achievement among working students. The results showed that there is a significant difference on academic achievement where females students have high academic achievement then male students. For all other variables the differences came out to be nonsignificant.

Table 16

Mean Differences Among Gender on Variables of the Study Among Non-Working Students (N = 148).

| | Men | | Women | | | | 95 % CI | | Cohen's |
| | (n =48) | | (n =102) | | t | p | | | d |
Variables	M	SD	M	SD			LL	UL	
EMS	100.46	18.30	102.6	24.53	.610	.543	-9.293	4.916	.099
EI	21.90	5.76	23.96	7.20	1.74	.084	-4.409	.279	.316
ER	21.50	4.90	22.90	6.84	1.43	.155	-3.342	.538	.235
SM	20.63	5.21	20.26	5.32	.38	.698	-1.469	2.189	.070
PD	18.83	6.02	18.64	5.93	.18	.859	-1.876	2.248	.003
DP	17.60	4.50	16.87	4.79	.89	.376	-.895	2.358	.157
SCS	79.73	9.21	78.99	9.14	.46	.646	-2.431	3.909	.080
AA	73.20	7.19	72.94	10.18	.15	.875	-2.973	3.486	.029

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 16 shows the mean difference with respect to gender of study participants on Emotional Maturity Scale along with its subscales, Social Competence Scale, and Academic Achievement among nonworking students. The results showed that there are no gender differences on emotional maturity, its subscales, social competence and academic achievement among nonworking students.

Table 17

Mean Differences in Level of Education on Variables of the Study Among University Students (N = 298).

Variable	Graduates (n =226)		Post-Graduates (n =72)		t	p	95 % CI		Cohen's d
	M	SD	M	SD			LL	UL	
EMS	99.30	22.84	87.89	17.04	4.531	.000	6.435	16.380	.566
EI	22.57	6.93	20.01	5.09	3.376	.001	1.059	4.046	.421
ER	22.13	6.62	19.54	5.61	3.263	.001	1.021	4.161	.422
SM	19.71	5.22	16.90	4.41	4.498	.000	1.575	4.045	.582
PD	18.05	5.70	15.99	3.59	3.639	.000	.046	3.187	.432
DP	16.83	4.41	15.44	4.17	2.357	.019	.229	2.546	.324
SCS	80.83	10.10	83.54	9.91	1.991	.047	-5.389	-.031	.271
AA	73.11	7.68	75.67	6.04	2.582	.010	-4.507	-.608	.370

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 17 shows the results *t*-test analysis done for the levels of education on Emotional Maturity Scale, its subscales Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Social Competence Scale, Academic Achievement. The results showed that the differences between graduates and post graduates are significant on all study variables. Graduates showed higher scores on emotional maturity scale and its subscales as compared to post-graduates, that means post-graduates have significantly higher emotional maturity as compared to graduates (the lower scores on Emotional Maturity Scale indicates higher emotional maturity). Whereas, the post-graduates also showed significantly higher social competence and academic achievement as compared to graduates.

Table 18

Mean Differences in Level of Education on Variables of the Study Among Working Students (N = 298).

Variabl e	Graduates (n = 92)		Post-Graduates (n = 56)		t	P	95 % CI		Cohen's d
	M	SD	M	SD			LL	UL	
EMS	93.95	21.03	86.32	17.73	2.27	.025	.97	14.28	.392
EI	21.30	6.76	19.39	4.728	2.02	.045	.04	3.78	.327
ER	21.20	6.86	19.48	5.828	1.56	.108	-.46	3.89	.270
SM	18.57	4.95	16.20	3.86	3.06	.003	.84	3.90	.534
PD	16.64	4.63	15.96	3.85	.917	.361	-.78	2.14	.160
DP	16.24	3.95	15.29	3.924	1.43	.156	-.37	2.28	.241
SCS	82.91	10.58	85.20	10.42	1.28	.203	-5.81	1.24	.218
AA	72.58	7.785	75.84	6.09	2.84	.008	-5.67	-.85	.466

Note. EMS = Emotional Maturity Scale; EI = Emotional Instability; ER = Emotional Regression; SM = Social Maladjustment; PD = Personality Disintegration; DP = Dependence; SCS = Social Competence Scale; AA = Academic Achievement.

Table 18 shows the results *t*-test analysis done for the levels of education on Emotional Maturity Scale, its subscales Emotional Instability, Emotional Regression, Social Maladjustment, Personality Disintegration and Social Competence Scale, Academic Achievement among working students. The results showed that the differences between graduates and post graduates are significant on emotional maturity scale, emotional instability subscale, social maladjustment subscale, and academic achievement. Graduates showed higher scores on emotional maturity scale, emotional instability subscales, social maladjustment subscale as compared to post-graduates, that means post-graduates have significantly higher emotional maturity, emotional stability, and social adjustment as compared to graduates (the lower scores on Emotional Maturity Scale indicates higher emotional maturity). Whereas, the post-graduates also showed significantly higher academic achievement as compared to graduates among working students. *t*-test on levels of education could not be done among nonworking students because of the small group size.

DISCUSSION

Chapter 4

Discussion

The aims of the present study were to investigate the relationship between emotional maturity, social competence, and academic achievement among working and nonworking students and to explore the predicting role of emotional maturity for social competence and academic achievement among university students. The current study also investigated the impact of demographic variables (age, gender, education, and work status) on the study variables (emotional maturity, social competence, and academic achievement). The data was collected by using Emotional Maturity Scale (Singh & Bhargava, 1990; Ishfaq, 2014), Social Competence Scale (Shehzad, 2001) and academic achievement was measured through demographic sheet.

The reliabilities of scales were computed by using alpha coefficient for overall sample (see Table 2). The coefficient of alpha demonstrated that Emotional Maturity Scale has excellent reliability as a whole whereas the coefficients of alpha for its subscales show that reliabilities of emotional instability, emotional regression, and personality disintegration are satisfactory, while the alpha coefficient reliabilities of social maladjustment and dependence are a bit below acceptable level. The alpha coefficient for Social Competence Scale also indicates for good reliability. Reliabilities of scales for working and nonworking students are also acceptable-- except social maladjustment, personality disintegration, and dependence subscales among working students and social maladjustment and dependence subscales among nonworking students have a bit below the acceptable level reliabilities. Whereas the values of skewness and kurtosis of scales on overall sample and on working and nonworking sample (discretely) is up to the range of ±3, an indication for meeting normality assumption (Westfall, 2014).

First objective of the study was to explore the relationship between emotional maturity, social competence, and academic achievement among working and non-working university students. The objective was divided in two parts first analysis was done for university students and then analysis was done to compare working and non-working university students. First part of the objective was explored by forming and testing the proposed hypothesis that there will be a positive relationship between

emotional maturity, social competence, and academic achievement among university student. Relationship between the study variables was confirmed by using *Pearson* correlation coefficient (see Table 5). For first part of the hypothesis that there will be a positive relationship between emotional maturity and social competence, results revealed that emotional maturity and its subscales (emotional stability, emotional progression, social adjustment, personality integration, and independence) had a positive relationship with social competence among university students. Some studies have explored the relationship between the emotional maturity and social competence, one research was conducted by Kaur (2018), the results of the study revealed a positive relationship between emotional maturity and social competence. In line with this, present study explored that emotional maturity of the individual predicts the level of social competence of an individual, because the individual who is emotionally mature knows how to control emotions and shows appropriate emotions according to the situation and social environment. In the unremitting complexity of social life, emotions play a key role in defining and regulating our relationships with others and, more generally, with the environment surrounding us. Our emotional reactions to other people influence how others react to us and to a certain extent how future encounters happen (Marinetti, Moore, Lucas, & Parkinson, 2011). The emotionally mature person will possess those skills and abilities that are necessary to be accepted and adjusted socially, which can lead to high social competence in the individual.

For further exploration, the prediction of social competence from emotional maturity subscales (i.e., emotional instability, emotional regression, social maladjustment, personality disintegration and dependence) was done through stepwise linear regression analysis (see Table 6). Results revealed that social adjustment significantly predicted social competence. A Tri-Component Model presented by Cavell (1990), supports the results. According to this model social competence is predicated by three constructs of one's personality social adjustment, social skills, and social performance. Next results showed that the emotional progression predicted social competence. And lastly independence also significantly predicted social competence. Gresham and Elliot (1987) explained the importance of independence for social competence of the individual. Adaptive behavior and social skills are two subdimensions of social competence. Adaptive behavior of an individual efficiently

marks the cultural and social standards of social responsibility and personal independence (Gresham & Elliot, 1987).

Second part of the first hypothesis is that emotional maturity will have a positive relationship with academic achievement among university students. Results showed that the correlation coefficient of Emotional Maturity Scale and its subscales with Academic Achievement is negative except for the correlation coefficient with dependence subscale that is nonsignificant (see Table 5). The results revealed that there is positive relationship of emotional maturity with academic achievement (lower scores on Emotional Maturity Scale indicates higher emotional maturity). Same goes for the subscales of emotional maturity scale except for the dependence subscale that is not significant. According to the further analysis emotional maturity is positively predicting academic achievement. A study conducted by the Sangtum and Talwar (2013) on the relationship of emotional maturity and academic achievement, the results of the study revealed a highly positive relationship between the two variables. Another study conducted by Shafeeq and Thaqib (2015) revealed same results that the relationship between emotional maturity and academic achievement was positive. In line with this, present study explored the predicting role of emotional maturity for academic achievement because the emotionally mature person can effectively control the emotion and does not let his/her negative emotions to affect his academic performance. Students positive emotions have a positive impact on the academic achievement (Valiente, Swanson, & Eisenberg, 2012). Both the parts of first hypothesis are being supported by the obtained results.

For further exploration, the prediction of academic achievement from emotional maturity subscales (i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and dependence) was done through stepwise linear regression analysis (see Table 7). Results revealed that among subscales of emotional maturity scale only emotional stability was significantly predicting the academic achievement this was indicated through the stepwise linear regression analysis. A study conducted by Nguyen, Allen and Fraccastoro (2005) explored the predicting role of personality traits on the academic achievement, findings revealed that emotionally stable personality was positively predicting the academic achievement. A person who is emotionally stable and does not experience frequent

and rapid change in his/her emotions will be able to focus more on his studies and perform better and would not let his/her emotions effect the studies.

Second hypothesis of the study states that social competence will have a positive relationship with academic achievement among university students. Results revealed that the relationship between social competence and academic achievement among university students (see table 5), was found to be nonsignificant. A study conducted by Tahir, Ghayas, and Adil (2012) in Pakistan to explore the impact of achievement goals, sociability and gender on academic achievement of university students. It revealed that there was a positive relationship of achievement goals with academic achievement and nonsignificant relationship was found between sociability and academic achievement, whereas the academic achievement was higher among women as compared to men. Cultures promote sociability in a way that individuals develop conviviality in themselves. The practice for being sociable is started when the child is in mother's lap as he is encouraged to smile for other people. In many similar ways, sociability is reinforced in the children. As they enter in adolescence, they carry on this very behavior. Therefore, sociability is equally important for high achievers and low achievers hence, there is found no differences between them with relevance to sociability (Tahir, Ghayas, & Adil, 2012). Sociability and prosocial behavior are the dimensions of social competence.

The second part of first objective was to investigate the relationship between emotional maturity, social competence, and academic achievement among working and nonworking students. For this part of objective *Pearson* correlation coefficient was computed between the study variables among working and nonworking students discretely (see Table 8). Results showed that the relationship of emotional maturity and its subscales with social competence was positive among working students as well as nonworking students. The correlations were seen to be of almost equal strength in both the groups. Researches have been conducted with the aim of exploring the relationship between emotional maturity and social competence that have revealed existence of a positive relationship (Kaur, 2018; Kapur & Javed, 2014; Kanwal and Rafique, 2013). Whereas the relationship of emotional maturity and academic achievement was nonsignificant among working students as well as nonworking students, except the social adjustment had significantly positive relationship with

academic achievement among nonworking students. Similar findings were found by the Safari, Shirazi, and Nejat (2014) on the relationship of social adjustment and academic achievement. Moreover, the relationship of social competence and academic achievement was significant and positive among working students but was nonsignificant among nonworking students, this shows that work status does impact the relationship of social competence and their academic achievement. Some studies have explored the positive relationship between social competence and academic achievement (Veríssimo, Lemos, Lopes, & Rodrigues, 2008). The reason of significant positive relationship of social competence and academic achievement among working students but nonsignificant among nonworking students could be that the working students have to deal with social environments more as compared to nonworking students and results have showed that the social competence of working students gets reflected in their achievement too. This shows that working student's social competence impact their academic achievement more as compared to nonworking students.

Further predictive role of emotional maturity subscales for social competence was explored among working and nonworking students discretely. It was done through stepwise linear regression analysis (see Table 9 and 10). Results showed that emotional regression subscale (emotional progression) is predicting social competence and next it is social maladjustment subscale (social adjustment) that is predicting social competence among working students. Whereas among non-working students first it is social maladjustment subscale (social adjustment) and then emotional regression subscale (emotional progression) that is predicting social competence. About the predicting role of emotional maturity subscales for academic achievement (explored through step wise linear regression analysis) only social maladjustment is predicting academic achievement among nonworking students (see Table 11). Results revealed that social maladjustment subscale is negatively predicting academic achievement among nonworking students. This indicates that social adjustment is predictor of academic achievement among nonworking students. A research conducted on social adjustment as predictor of academic achievement revealed that social adjustment is a significant predictor of academic achievement (Hassan & Elfeky, 2015). Moreover, the predictive role of social competence for academic achievement was explored among working students, results revealed that social

competence positively predicted academic achievement among working students (see Table 12). The reason might be that working students in addition to utilizing time for study there might be a possibility that the social competence of working students plays a great role in helping them to compete in getting better grades. Social competence can play a useful role for working students by making up for the depletion of time to study and providing more opportunities to build up their social skills that get manifested in better achievement. Similar to this a study has explored that social competence is higher among working students as compared to nonworking (Singh & Singh, 2014).

The second objective of the present study was to explore the role of demographic variables (age, gender, education, and work status) on the emotional maturity, social competence, and academic achievement of university students. In connection to this objective it was hypothesized that working students will have higher emotional maturity and social competence as compared to the nonworking students. The hypothesis was analyzed by using *t*-test (see Table 13). Results showed significant difference on emotional maturity and social competence between working and nonworking students. According to the results the mean of scores on Emotional Maturity Scale and its subscales are higher for nonworking students as compared to the working students. This provides evidence that working students have higher emotional maturity as compared to nonworking students. A study conducted by Vaghela (2014) investigated the emotional maturity among nonworking and working women and results revealed that working women showed better emotional maturity as compared to nonworking women. Higher emotional maturity among working students as compared to nonworking students might be due to the fact that the person who is working is well equipped to deal with variety of demanding situations at work place as well as at home as compared to nonworking. Likewise, for social competence, mean scores of working students is higher than the mean scores of nonworking students, this indicates that working students are more socially competent as compared to nonworking students. In a work scenario similar findings have been shown by Singh and Singh (2014) who conducted a study that was focused on the sample of employed and non-employed entrepreneurs, results showed higher social competence among employed entrepreneurs as compared to non-employed entrepreneurs. Working students may be more socially competent as compared to

nonworking students because the students who are working encounter more enriched social situations as compared to nonworking students. Studies on the interaction between work and personal life has shown that the interference or conflict that arises in the work domain is more prevalent than the interference or conflict that arises in the family or home domain (Steyl & Koekemoer, 2011). Working students have to deal with social situations at workplace, at university, and at home whereas nonworking students deal with social situations mostly at university and at home. This could be a reason for working students for having higher social competence for having conducive environments to enthrall social competence as compared to the nonworking students. Hence, both parts of third hypothesis are being supported by the obtained results.

Forth hypothesis of the present study was that nonworking students will have higher academic achievement as compared to nonworking students. The group differences between working and nonworking students were computed by using t-test analysis (see Table 13). Mean scores of working and nonworking students on academic achievement showed no difference. The obtained results did not support the hypothesis that nonworking students will have higher academic achievement as compared to working students. A study conducted by Katsikas and Panagiotidis (2010) explored the impact of work status on academic achievement, results of the study revealed that work status of the students does not affect the grades of the student. The reason of rejection of hypothesis might be that working students are better equipped with multiple skills like social competence so they can perform equally well academically as non-working students.

Fifth hypothesis of the study was that female students will have higher emotional maturity and academic achievement as compared to male students. The difference was computed by using t-test analysis (see Table 14). For first part of hypothesis results showed that there is nonsignificant difference between male and female students on emotional maturity. Similar findings were revealed by some studies (Nehra, 2014; Puar, 2014; Shafeeq & Thaqib, 2015; Wani & Masih, 2015). The findings of mentioned studies were that there is no significant difference between men and women on emotional maturity. Results of the mentioned studies and present study revealed that gender does not affect emotional maturity of the individual.

Second part of the fifth hypothesis is that female students will have higher academic achievement as compared to male students. Results revealed that there is significant difference on academic achievement among male and female students where female students had more academic achievement then male students (see Table 14). Pirmohamed, Debowska, and Boduszek (2017) conducted a study to explore the gender difference on academic achievement among university students; results revealed that the female students had higher academic achievement as compared to male student. So, the second part of fifth hypothesis that academic achievement will be higher in female students as compared to the male students was supported by the obtained results.

Sixth hypothesis of present study is that males will have high social competence as compared to the females. Results of t-test analysis showed no significant difference on the social competence of males and females (see Table 14). Study conducted by Narula (2017) found similar results as the results of present study; according to the findings of study level of social competence was not found to be dependent on the gender. So, the findings of the present study are not supporting the sixth hypothesis. At university level the available opportunities for both male and female students are almost similar so might have yielded nonsignificant difference between male and female university students on social competence.

The gender differences on study variables were also computed among working and nonworking students discretely. Mean differences of gender on study variables among working students did not showed any significant differences except academic achievement (see Table 15). Results revealed that women had higher academic achievement as compared to men. Whereas the gender differences on study variables among nonworking students (see Table 16) showed nonsignificant results on emotional maturity, its subscales, social competence and academic achievement.

Study also explored the relationship of age with study variables i.e., emotional maturity, social competence, and academic achievement (see Table 5). The results revealed that there is a negative relationship between age and scores of Emotional Maturity Scale and its subscales that means the relationship of age with emotional maturity is positive. According to the findings of the study as age of the individual increases the emotional maturity will also increase. According to Cole and Rehm

(1994) emotional maturity comes with the self-control of individual that can be the results of individuals learning and thinking. As a person gets older, more experience individual gains, more experience and exposure results in more learning, and more learning of individual leads to more emotional maturity. Boyd and Huffman (1984) conducted a study, the findings of the study revealed that emotional maturity increases with age. Likewise, the relationship of age was also positive and significant with social competence (see Table 3). According to Lang (2010) social competence is a factor that progresses in the individual with developmental stages, age of the individual, and with increasing social exposure. Social competence is the element in an individual's personality that develops with learning of the individual and one's exposure to the social environment that increases with the increasing age. A study's findings also revealed that social competence increases with age (Denham et al.,1991).

The results of correlation coefficient of age with study variables among working and nonworking students (see Table 8). The results revealed that age is not correlated with any study variable among nonworking students but in working students the relationship of emotional maturity, emotional stability, and social adjustment was found to be positive with age. According to a study, a person's sense of happiness and emotional stability seems to increase with age (Pedersen, 2015).

Impact of level of education on study variables (emotional maturity, social competence and academic achievement) was also investigated in this study. Difference was computed between graduates and post-graduates by using *t*-test (see Table 17). Results showed that post-graduates have significantly higher emotional maturity, social competence, and academic achievement. Again, there is an indication that more of education provides with more of enlightenment and thus is tied to more of emotional maturity, social competence, and academic achievement.

Furthermore, differences on level of education in study variables were also computed among working students. Results showed that among working students (see Table 18) emotional maturity was significantly higher in postgraduates as compared to graduate students, same results were obtained on social maladjustment subscale, and academic achievement. Which indicates that emotional maturity and social adjustment was higher among postgraduates as compared to graduates. Whereas, differences on

level of education in study variables among nonworking students could not be computed due to the small group size.

Conclusion

Present study aimed to explore the relationship of emotional maturity, social competence, and academic achievement among working and nonworking university students. Among university students it was revealed that the relationship of emotional maturity was positive with social competence and academic achievement. The relationship of social competence was nonsignificant with academic achievement. However, the emotional maturity and social competence was higher in working students but no difference was found for academic achievement. The relationship of emotional maturity and social competence was also significant but the relationship of emotional maturity and academic achievement was nonsignificant among working as well as nonworking students, whereas relationship of social competence and academic achievement was significant only among working students.

Limitations and Suggestions

Present study had some limitations that are given below along with possible suggestions for future research.

1. One limitation of the study is that the sample was collected from few universities of Islamabad. Future studies should collect data from different universities and from different cities of Pakistan. So, as to be able to get diverse data and generalize the findings.
2. Present study only investigated the impact of few demographic variables (age, gender, education, and working status) on study variables (emotional maturity, social competence and academic achievement). Future studies should investigate on other demographic variables too, i.e. marital status, socio economic status, parental education, and number of siblings etc.
3. Present study only focused on university students. Future researchers can also have a look on other age groups like children, adolescents, or older adults to unfold the significance of study variables.

4. The greatest fallback of the self-report measure is social desirability. Future researchers are thus recommended to consider utilization of qualitative methods of inquiry.

5. There were few measurement issues as some of the subscales of emotional maturity scale (social maladjustment, personality disintegration, and dependence) indicated less than acceptable level of reliability so future researchers are recommended to cater such measurement issues for these subscales.

Implications of the Study

Despite the limitations of study findings of study are useful in some ways. Findings of the present study may help parents, teachers, administration, and student themselves to have awareness about how development of emotional maturity can affect the development of social competence in an individual and the academic achievement. The findings can help them realize that parents should pay attention to their children's emotional development, teacher should pay attention to students, administrations of universities should find ways and make forum that will strengthen student's emotional maturity and avoid situations that affects student's emotionality in an aversive way. Furthermore, students themselves may realize that how important their emotional maturity is for enabling them to be competent socially and likewise contribute to academic achievement.

Moreover, findings of study can also help in breaking a stereotypical belief that gender makes significant contributions with reference to emotional maturity and social competence. Because findings of the study showed that emotional maturity and social competence are not dependent on the gender but on the age and level of education of the individual.

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APPENDICES

ذاتی کوائف

عمر: ـــــــــــــــــ

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پیشہ ورانہ حیثیت: ہاں ـــــــــــــــــ   نہیں ـــــــــــــــــ

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ذاتی کوائف

ہدایات:

نیچے دیئے گئے عام تجربات کو ظاہر کرتے ہیں کوئی جواب درست یا غلط نہیں ہے۔ برائے مہربانی ہر جملے کو غور سے پڑھیں اور اس خانے پر نشان لگائیں جو آپ کو ظاہر کرتا ہے۔

کچھ زیادہ	معلوم نہیں	کسی حد تک	بالکل نہیں	بیانات	نمبر شمار
				کیا آپ ذہنی الجھنوں میں مبتلا ہیں۔	1
				کیا آپ آنے والے حالات سے خوف زدہ ہو جاتے ہیں۔	2
				کیا آپ اپنے مقصد تک پہنچنے سے پہلے ہی کام کو درمیان میں چھوڑ دیتے ہیں۔	3
				کیا آپ اپنا ذاتی کام مکمل کرنے کے لیے دوسرے لوگوں کی مدد لیتے ہیں۔	4
				کیا آپ کی خواہشات اور مقاصد میں کوئی فرق ہے۔	5
				کیا آپ خود محسوس کرتے ہیں کہ آپ جلدی غصے میں آ جاتے ہیں۔	6
				کیا آپ محسوس کرتے ہیں کہ آپ بہت زیادہ ضدی ہیں۔	7
				کیا آپ دوسرے لوگوں سے جلن/حسد محسوس کرتے ہیں۔	8
				کیا آپ خیالات میں کھو جاتے ہیں اور دن میں خواب دیکھتے ہیں۔	9
				کیا آپ غصے کی وجہ سے جنگلی ہو جاتے ہیں۔	10
				اگر آپ اپنا مقصد حاصل نہ کر سکیں تو احساس کمتری کا شکار ہو جاتے ہیں۔	11
				کیا آپ کبھی بے آرامی اور ذہنی سکون میں کمی کی کیفیت سے گزرے ہیں۔	12
				کیا آپ دوسروں کو تنگ کرتے ہیں۔	13
				کیا آپ اپنی غلطیوں کا الزام دوسروں کو دینے کی کوشش کرتے ہیں۔	14
				جب آپ دوسروں کی بات سے راضی نہیں ہوتے تو کیا آپ ان سے جھگڑا شروع کر دیتے ہیں۔	15
				کیا آپ خود کو تھکن سے چور محسوس کرتے ہیں۔	16
				کیا آپ کا رویہ اپنے دوستوں اور دوسرے لوگوں سے زیادہ غصے والا ہے۔	17
				کیا آپ خیالوں کی دنیا میں کھو جاتے ہیں۔	18
				کیا آپ محسوس کرتے ہیں کہ آپ اپنی ذات میں مگن رہتے ہیں۔	19
				کیا آپ محسوس کرتے ہیں کہ آپ اپنے آپ سے غیر مطمئن ہیں۔	20
				کیا آپ کے اپنے دوستوں کے ساتھ تعلقات کھنچاؤ کا شکار رہتے ہیں۔	21

	کچھ زیادہ	معلوم نہیں	کسی حد تک	بالکل نہیں	بیانات	نمبر شمار
					کیا آپ دوسروں سے نفرت کرتے ہیں۔	22
					کیا آپ اپنی تعریف کرتے ہیں۔	23
					کیا آپ سماجی محفلوں میں شرکت سے کتراتے ہیں۔	24
					کیا آپ اپنا زیادہ تر وقت اپنی ذات کے لیے وقف کرتے ہیں۔	25
					کیا آپ جھوٹ بولتے ہیں۔	26
					کیا آپ دھوکا دیتے ہیں۔	27
					کیا آپ کو اکیلے رہنا بہت زیادہ پسند ہے۔	28
					کیا آپ فطرتاً مغرور ہیں۔	29
					کیا آپ کام چور ہیں۔	30
					اگرچے آپ کسی کام کے بارے میں جانتے ہیں کیا پھر بھی آپ بہانہ کر دیتے ہیں کہ آپ کو نہیں آتا۔	31
					اگر آپ کو کسی کام کے بارے میں پتا نہیں کیا آپ پھر بھی ایسے ظاہر کرتے ہیں جیسے آپ کو اس کام کا پتا ہو۔	32
					یہ بات جاننے کے باوجود کہ آپ کا قصور ہے کیا آپ اس کو تسلیم کرنے کے بجائے اپنی ہی بات کو درست ثابت کرنے کی کوشش کرتے ہیں۔	33
					کیا آپ کسی قسم کے خوف کا شکار ہیں۔	34
					کیا آپ اپنا ذہنی توازن کھو دیتے ہیں۔	35
					کیا آپ کو کوئی چیز چوری کرنے کی عادت ہے۔	36
					کیا آپ اخلاقیات کو ایک طرف رکھ کر بُرے کاموں میں شامل ہو جاتے ہیں۔	37
					کیا آپ زندگی کے بارے میں مایوس ہیں۔	38
					کیا آپ کی قوت ارادی کمزور ہے۔	39
					کیا دوسروں کی رائے آپ کے لیے قابل برداشت ہے۔	40
					کیا لوگ آپ کو ناقابل اعتبار سمجھتے ہیں۔	41
					کیا لوگ آپ کی رائے سے اختلاف کرتے ہیں۔	42
					کیا آپ کسی دوسرے کی پیروی کرنا پسند کرتے ہیں۔	43
					کیا آپ اپنی گروپ کی رائے سے اختلاف کرتے ہیں۔	44
					کیا لوگ آپ کو غیر ذمہ دار شخص سمجھتے ہیں۔	45
					کیا آپ دوسروں کے کام میں دلچسپی کا اظہار کرتے ہیں۔	46
					کیا لوگ کسی بھی کام میں آپ کی مدد لینے سے ہچکچاتے ہیں۔	47
					کیا آپ اپنے کام کو دوسروں کے کام سے زیادہ اہمیت دیتے ہیں۔	48

ہدایات:

درج ذیل بیانات کو غور سے پڑھیں۔ ہر سوال کے سامنے پانچ ممکنہ جوابات میں سے جو بیان آپ کے متعلق صحیح ہے اس پر (✓) کا نشان لگائیں۔

جواب صحیح یا غلط نہیں کیونکہ یہ حرف آپ کی ذاتی رائے کا اظہار ہے۔ آپ سے گزارش ہے کہ دیانت داری سے صحیح رائے کا اظہار کیجیے۔

کبھی نہیں	بہت کم	کبھی کبھی	اکثر	ہمیشہ	بیانات	نمبر شمار
					میرے ساتھی مجھے پسند کرتے ہیں۔	1
					والدین سے میرے تعلقات اچھے نہیں رہتے۔	2
					میں حالاتِ حاضرہ سے آگاہ رہتا/رہتی ہوں۔	3
					میں دوسروں کا نقطۂ نظر آسانی سے سمجھ لیتی/لیتا ہوں۔	4
					اپنے سے بڑے لوگوں سے تبادلۂ خیال میرے لیے مشکل ہوتا ہے۔	5
					دوسرے لوگ مجھے نظر انداز کرتے ہیں۔	6
					میں دوسروں کی رائے توجہ سے سنتی/سنتا ہوں۔	7
					میں اپنے مسائل کے بارے میں دوستوں سے مشورہ لیتی/لیتا ہوں۔	8
					میری حسِ مزاح عمدہ ہے۔	9
					میں اپنے اوپر عائد ذمہ داریاں احسن طریقے سے پوری کرتی/کرتا ہوں۔	10
					میں اپنے غصے کا اظہار مناسب طریقے سے کر سکتی/سکتا ہوں۔	11
					میں اپنے باہمی اختلافات خوش اسلوبی سے حل کر لیتی/لیتا ہوں۔	12
					میں سماجی بہبود کے کاموں میں بڑھ چڑھ کر حصہ لیتی/لیتا ہوں۔	13
					میں اپنے جذبات کا اظہار بخوبی کر لیتی/لیتا ہوں۔	14
					مجھے بااصول زندگی گزارنا پسند ہے۔	15
					میں بروقت فیصلہ کر سکتی/سکتا ہوں۔	16
					مجھے اجنبی لوگوں سے گفتگو کرنے میں کوئی دقت نہیں ہوتی۔	17
					میں اپنی خامیوں کے بارے میں باخبر رہتی/رہتا ہوں۔	18
					میں سماجی تقریبات میں لطف اندوز نہیں ہوتی/ہوتا۔	19
					دوسروں کی تنقید پر برہم ہو جاتا/جاتی ہوں۔	20
					میں معاشرتی قدروں کو اہم جانتا/جانتی ہوں۔	21
					میں دوسروں کے ساتھ مل کر کام کرنا پسند کرتی/کرتا ہوں۔	22

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