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Jincy Cherian
Research Scholar, Department
of Psychology, Dayalbagh
Educational Institute, Agra,
Uttar Pradesh, India

Dr Preet Kumari
Assistant Professor,
Department of Psychology,
Dayalbagh Educational
Institute, Agra, Uttar
Pradesh, India

SP Sinha
Professor Emeritus,
Department of Psychology,
Dayalbagh Educational
Institute, Agra, Uttar
Pradesh, India

Corresponding Author:
Jincy Cherian
Research Scholar, Department
of Psychology, Dayalbagh
Educational Institute, Agra,
Uttar Pradesh, India

Self-concept, emotional maturity and spirituality as predictors of academic resilience among undergraduate students

Jincy Cherian, Dr Preet Kumari and SP Sinha

Abstract

Academic resilience can be defined as an energy and drive to learn, the ability to work effectively, and achieve academically in spite of stressors and risk factors. The present research aimed to study the relationship of academic resilience with self-concept, spirituality, emotional maturity among undergraduate students. A sample of 300 undergraduate students (150 males, 150 females) was selected. Academic Resilience Scale (ARS-30, Simon Cassidy), Self-Concept Rating Scale (Deo, 1998) [4], Spiritual Belief Scale (Deshmukh and Deshmukh, 2012) [5] and Emotional Maturity Scale (Singh and Bhargava, 1990) [19] were administered. Multiple Regression Analysis was done to find out the contribution of different predictor variables. The results indicated a significant positive relationship between the predictor variables and the criterion variable. Positive correlation was found between self-concept, emotional maturity and spirituality. The contribution of emotional maturity was much more remarkable as compared to the other two predictor variables i.e. self-concept and spirituality in determining academic resilience among undergraduates.

Keywords: Self-concept, emotional maturity, spirituality, academic resilience

Introduction

Every person develops values based on experiences that happened while they were growing up. These experiences include the teachings from their parents, teachers and exposures to the technology. The present youth were born with computers, social media, and various technological advancements. The technology brings all worldwide affairs into local consciousness and the Internet keeps them online all the times. These experiences make them feel more fear and anxiety as compared to their predecessors. They have little patience for the older generation people who cannot use smart phones easily. They experience or witness violence daily and are more worried about their finances. They multi task, are able to gather information quickly, and like to learn through practical means. This youth may be our future entrepreneurs as they are well proficient in technological progresses.

Resilience is an obscure armor made of spirit that helps the mind to recover from misfortunes. Academic resilience is the ability of a student to achieve good educational results despite the adversities. Self-concept is considered as an arrangement of attitudes towards oneself. Emotional maturity is the ability to control and nurture emotions and act according to the chronological age of the person. Spirituality is the quality that struggles for inspiration, veneration, and purpose in life. Gordan (1995) [8] studied the relationship between Self Concept and Resilience among students and found a positive relationship between these variables. Students having positive self-concept were found more resilient academically. Floyd (1996) [6] suggested certain positive factors that influence academic resilience, while interviewing 20 African American students. Dedicated educators, Positive Society, Family, optimism and perseverance were found to be the predictors towards academic resilience. Graham (2001) [7] aimed to study spirituality as a predictor of resilience. The results indicated that spirituality is an important promoter of resilience. Perez *et al.* (2009) [16] studied 104 immigrant students on their academic resilience. Results from Cluster analysis and regression revealed that students with high positive features were more resilient academically. Keye and Pidgeon (2013) [11] examined 141 students, to study the relationship between resilience, mindfulness and academic self- efficacy.

The results from regression revealed mindfulness and self-efficacy to be important and positive predictors of resilience. Moldovan (2017)^[14] in a study aimed to study the relationship between emotional maturity and optimism among late adolescents found a positive correlation between the two. Whereas, Molinero, *et al.* (2018)^[15] found optimism to be an important contributor towards resilience among university students of Spain.

Students should have resilience to cope with various academic stress and problems. They should have self-concept so as to be confident and they also need emotional maturity to be able to manage emotions. Spirituality in a person helps him to have a better knowledge about his spirit and the purpose of his life. This study would help in understanding student's self-concept, emotional maturity and spirituality levels and also help suggest various ways to enhance their academic resilience. It will also discover the relationship between self-concept, emotional maturity, spirituality and academic resilience and the contribution of the predictors towards the criterion variable.

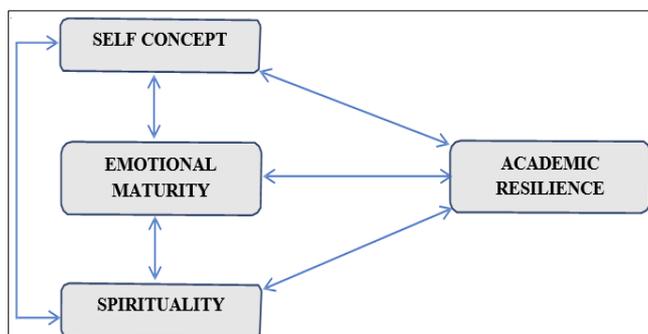


Fig 1: Conceptual framework

The researcher focused on to studying whether there is any relationship between Self Concept, Emotional Maturity, Spirituality and Academic Resilience and also the relative contribution of the predictor variables towards the criterion variable.

Method

Problem

To study the relationship of academic resilience with self-concept, emotional maturity and spirituality among undergraduate students.

Objectives

- To study the relationship of academic resilience with self-concept, emotional maturity and spirituality.
- To study the relationship of emotional maturity with self-concept and spirituality.
- To study the relationship between self-concept and spirituality.
- To find out the relative contribution of self-concept, emotional maturity and spirituality in determination of academic resilience.

Hypotheses

- Self-concept, emotional maturity and spirituality would be strongly positively related to academic resilience.
- Spirituality and self-concept would be positively related to emotional maturity.

- There would be significant positive relationship between self-concept and spirituality.
- Relative contribution of spirituality would be much remarkable as compared to emotional maturity and self-concept towards academic resilience.

Design

Correlational design was used to study the relationship among self-concept, emotional maturity, spirituality and academic resilience.

Sample

300 students (150 males, 150 females) belonging to the age group 17-20 years from various institutes (private, government and deemed university) were included as the sample. Convenience sampling technique was used in the study.

Variables

- Predictor variables
 - Self-Concept
 - Emotional Maturity
 - Spirituality
- Criterion variables
 - Academic Resilience
- Control variables
 - Age- students belonging to age range of 17 to 20 years.
 - Educational Qualification- intermediate.

Tools

- Self-Concept Scale: Self-Concept Rating Scale by Deo (1998)^[4] was used. The test comprises of a check list of 90 words divided into six dimensions- intellectual, emotional, character, social, aesthetic and neutral. The test-retest reliability was 0.89 and the internal consistency ranging from scores 0.84 to 0.98. Validity ranging from 0.60 to 0.89. The responses were evaluated on the five point likert scale of 4, 3, 2, 1, 0.
- Emotional Maturity Scale: Emotional Maturity Scale developed by Singh and Bhargava (1990)^[19] was used to measure the emotional maturity of the subjects. The scale has 48 items under five categories- Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. The test-retest reliability was 0.75 and validity being 0.64. It is a self-reporting five point scale measuring 5, 4, 3, 2, 1.
- Spiritual Belief Scale: Spiritual Belief Scale developed by Deshmukh and Deshmukh (2012)^[5] was used to measure the spirituality of the subjects. The scale consists of 53 items and has a reliability of 0.86 and a validity of 0.62. Scoring was done on a five point scale measuring 5, 4, 3, 2, and 1. Academic Resilience Scale: The ARS-30 developed by Cassidy (2016)^[3] was employed.
- The scale has 30 items divided to 3 factors- Perseverance, reflective and adaptive help-seeking, negative effects and emotional response. Scores were calculated on a five point scale, 1,2,3,4,5 (from likely 1 to unlikely 5). The scoring for positive items was reversed. The internal consistency reliability of the scale with Cronbach's alpha was calculated to 0.90.

Criterion related validity (Concurrent Validity) was 0.49.

Statistical technique

Multiple Regression Analysis was used to examine the quantitative data gained from the four scales (self-concept scale, emotional maturity scale, spiritual belief scale and academic resilience scale).

Results

The correlation matrix shows the correlation coefficients between a set of variables, and allows seeing which pair of variables have highest correlation. Table 1 shows the correlation between the criterion variable (Academic Resilience) and the predictor variables (Self Concept, Emotional Maturity and Spirituality). It also shows the inter-correlation among Self-Concept, Emotional Maturity and Spirituality.

Table 1: Correlation Matrix

	Mean	SD	SC	EM	S	AR
Self-Concept	128.82	24.042	1			
Emotional Maturity	145.17	17.531	0.06	1		
Spirituality	102.35	16.857	0.15**	0.07	1	
Academic Resilience	90.55	16.945	0.244**	0.297**	0.217**	1

**p < .01

Self-concept and academic resilience scores are positively correlated (r=0.24) and also significant at 0.01 level. This shows that an increase in self-concept scores tends to increase academic resilience scores. Emotional maturity and academic resilience scores are positively correlated (r=.30) and significant at 0.01 level. This specifies that an increase in emotional maturity scores tends to increase academic resilience scores. Spirituality and academic resilience scores are positively correlated (r=.22) and significant at 0.01 level. This directs that an increase in the scores of spirituality tends an increase in academic resilience scores.

Hypothesis no. 1 stating self-concept, emotional maturity and spirituality would be strongly positively related to academic resilience was accepted.

The table 1 shows self-concept positively correlated to emotional maturity (r=0.06, p >0.05). There is a positive correlation between spirituality and emotional maturity (r=0.07, p > 0.05).

Table 4: Regression Coefficient of Predictor Variables for Academic Resilience

Variables	b	Standard Error	Beta	t	r	Coefficient of Determination
Self- Concept	0.1424	0.037864	0.2017	3.761**	0.244**	0.0493
Emotional Maturity	0.2637	0.051468	0.2728	5.124**	0.297**	0.0811
Spirituality	0.1694	0.054013	0.1685	3.137**	0.217**	0.0365
Constant	16.58	9.71		1.71		

**p <0.01

Multiple Regression Equation for Criterion Variable (Academic Resilience) and the Predictor Variables (Self-Concept, Emotional Maturity and Spirituality).

Regression Equation between Academic Resilience and Predictor Variables: $Y = b_1X_1 + b_2X_2 + b_3X_3 + C$
 $= (0.1424 \times 128.82) + (0.2637 \times 145.10) + (0.1694 \times 102.34) + (16.58)$
 $= 18.292 + 38.162 + 17.296 + 16.584$
 $= 90.334$

Hypothesis no. 2 stating spirituality and self-concept would be positively related to emotional maturity was accepted.

There is a significant positive relation between self-concept and spirituality (r=0.15, p <0.01). This implies that an increase in self-concept scores will result to an increase in spirituality scores.

Hypothesis no. 3 stating there will be a significant positive relationship between self- concept and spirituality was accepted.

Emotional maturity was calculated to be the most contributing variable towards academic resilience among the sample as compared to self-concept and spirituality.

This led to the rejection of hypothesis no. 4 stating relative contribution of spirituality would be much remarkable as compared to emotional maturity and self-concept towards academic resilience.

Table 2: Multiple Regression Analysis for Academic Resilience

Regression Statistics	
Multiple R	0.408
R Square	0.167
Adjusted R Square	0.158
Standard Error	15.542
Observations	300

The regression table shows the obtained value of R Square=0.167. This shows that the predictor variables (Self-Concept, Emotional Maturity and Spirituality) jointly contribute about 17% to the variation caused in the criterion variable (Academic Resilience). The remaining 83% of variation is due to other factors.

Table 3: F Table

	DF	SS	MS	F
Regression	3	14356.25	4785.418	19.80**
Residual	296	71503.99	241.5675	
Total	299	85860.25		

**p <0.01

Table 3 shows the F-value for academic resilience found significant at 0.01 levels. This means the contribution of self-concept, emotional maturity and spirituality is significant in determination of academic resilience.

The value of Adjusted R Square was found to be. 158 (Table 2). This explains that about 17% variance in academic resilience is contributed by the combined predictor variables.

The regression coefficient (b value) of Self-Concept (X1) was to. 142. This means an increase of one unit in self-concept results to an increase of. 142unit in academic resilience. Thus, self- concept has a positive contribution in determining academic resilience and is accounted for about

4.9% variation. The Table 4 reveals the t-value of contribution of self-concept to be significant at 0.01 level. The regression coefficient (b value) of Emotional Maturity (X2) was to. 263. This means with an increase of one unit in emotional maturity there will be an increase of. 263 unit in academic resilience. Emotional maturity is found to have a positive contribution in determination of academic resilience and accounts to about 8.1% variation. The t-value showing the contribution of emotional maturity was found significant at. 01 level.

The regression coefficient (b value) of Spirituality (X3) is 169. This indicates that a unit increase in spirituality results in. 169 unit increase in academic resilience. Spirituality is found to have a positive contribution in determining academic resilience and accounts to about 3.6% variation. The t-value obtained showing the contribution of spirituality is found significant at. 1 level.

On the basis of the coefficient of determination, emotional maturity was found to be the highest contributing predictor variable in the determination of academic resilience among undergraduate students. Thus, hypothesis no. 4 stating contribution of spirituality would be much remarkable as compared to emotional maturity and self-concept towards academic resilience was rejected.

Findings and Discussion

- Analyses and interpretation of the results of the present study lead to the following findings: Self-concept, emotional maturity and spirituality were found positively correlated to academic resilience.
- Spirituality and self-concept were found positively related to emotional maturity.
- There was a significant positive relationship between spirituality and self-concept.
- Among self-concept, emotional maturity and spirituality, emotional maturity was found to be the most contributing variable towards academic resilience.

Relationship between Self-Concept, Emotional Maturity, Spirituality and Academic Resilience

The findings of the study indicate that self-concept, emotional maturity and spirituality are positively correlated with academic resilience. This is supported by the past researches. A study by Rafeedali (2017) ^[18] tried to find out the influence of Emotional Maturity and Self Concept in an academic set up with 260 participants. The results revealed that the variables jointly contribute significantly in predicting resilient behaviour among the participants in schools. Arnold (2003) ^[2] in a longitudinal study on students regarding their level of academic resilience, revealed internal locus of control and high self-concept to be important factors of academic resilience. Studies on spirituality with college students as sample revealed that spirituality ease, simplify and accelerate overall academic coping (Addison, 1997; Phillips, 2000) ^[1,17].

Jocelyn (2007) ^[10] in a study designed to determine the relationship between spirituality and emotional maturity, found the results indicating a significant correlation between the two variables. A study by Khadivi, Adib and Farhangpour (2012) ^[12] on 357 students reported a significant and direct relationship between spirituality and self-concept. Grubbs, *et al.* (2016) ^[9] aimed to study the relationship between self-concept and spirituality. The longitudinal study revealed self-concept to play a very

important role in determining spirituality level in an individual. Margret (2017) ^[13] found a positive correlation between emotional maturity and resilience ($p < 0.961$) among the selected sample of 200 college students. Siddiqua & Jahan (2018) found positive correlation between spirituality and resilience ($p < 0.712$) among a sample of 146 students in India. Thus, it is evident through researches that emotional maturity is more positively correlated to resilience among university students.

Conclusion

The youth today face various challenges in achieving good mental health. They gradually gain independence from their parents and develop their own world-views. Students experience various barriers, sufferings and hold ups in their academic life. Some of them fail to cooperate their ways through these problems, where as many are successful. Enhancing certain positive factors in life can help a person grow in various fields. The findings of the present study highlight the importance of developing awareness of emotional maturity, positive self-concept, and spirituality will concrete the way to develop enriched students' abilities. Increasing emotional maturity will help the student to manage his or her feelings and lead an effective life. A better self-concept will lead to self-motivation of the student to overcome the obstacles and succeed in life. Spirituality will help the student to connect to the inner self and find a meaning and purpose in his or her life. This study forwards our understanding about the positive effects of better self-concept and emotional maturity on the academic behavior of students. It also helps with providing data that has the ability to significantly advance the psychological, social, emotional and educational outcomes in students.

Counsellors should lay emphasis on involving enhancement of spirituality and emotional maturity while handling the issues of students. This would make a difference in nurturing educational ambitions and achievements in them. Teachers and other academic professionals must be known to the fact that motivation and positive approaches towards the students can enhance their self-concept which will help them understand themselves better. This will help them manage their emotions and perform best in any setup, and grow towards a successful life with resilience. Thus, recognizing the factors that may influence the adjustment of students to university life could be helpful in targeting the interventions needed to improve their academic performance. Furthermore, this study contributes in helping students to face this life modification successfully, increase their well-being along with their satisfaction levels with life and decrease absenteeism in university.

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