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Academic performance of adolescent students having m learning habits in relation to their emotional maturity

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Abstract

M-Learning is an important instrument in the new Higher Educational Environment in the digital age which creates student-centred learning and educational practice, offering new more flexible learning methods. It enables connections and collaborations between individual participants and through their role as always-on, always-available, flexible personal communication devices. As mobile learning is becoming increasingly popular among adolescent students, it is important to understand how this mode of learning affects their academic performance. The aim of this research is to find out the academic performance of adolescent students having M-learning habits in relation to their emotional maturity. A sample of 200 adolescent students (100 boys and 100 girls) of +1 and +2 class studying in different schools affiliated to PSEB & CBSE, Amritsar was involved in the present study.Academic scores of final examinations were used for measuring academic performance. Emotional Maturity Scale (EMS) by Dr. Yashvir Singh &Dr. Mahesh Bhargava, (2006) was used for measuring emotional intelligence. The findings suggest that (1) More than sixty percent adolescent students exhibit M-Learning Habits.(2) Significant difference exists in the Academic Performance and Emotional Maturity of Adolescent Students having M-Learning Habits.(3)Significant difference exists in the Academic Performance of Adolescent Students having M-learning habits studying in urban and rural schools.

Key Words: Academic Performance, Adolescent Students, M-Learning Habits, Emotional Maturity

Introduction

Adolescence is most critical period of human life, bringing permanent physical and behavioral changes in an individual. This period shapes the overall personality of an individual. The decision making at this stage plays a vital role in the life of adolescents- be it

academic or daily activity or accepting their life style Academic performance determines the behavioral pattern of the adolescents. Improvement of academic performance of learner is one of the main objectives of educational institutions, because academic performance is essential for success and progress. Different factors such as individual learning styles, psychosocial factors, and study habits influence academic performance of the students. The key to becoming an effective student is learning how to study smarter and not harder.

An hour or two studying of only subject textbooks is usually sufficient to make it through elementary schools with satisfactory grades, but when senior secondary education starts there are not enough hours or only subject textbooks to get good marks. It can only if you know how to study smarter.

Coming to this era of technological development the forms of resources has been distinctively transformed from printed books and journals to various electronic forms. Today's library has a challenge to broaden its resources and develop its collection in print resources as well as electronic format. Students of these generation are more inclined to digital forms of information as they like to get information in a fastest way.

Education is now moving from e-learning to mobile learning (M-learning) as mobile technology becomes popular in both formal and informal education(Jung, 2009).The importance of M-learning using various applications is among innovative concepts in terms of education. New generation which is known as "net-generation" explain their interests for online-learning and consequently m-learning. As mobile learning is becoming increasingly popular among adolescent students, it is important to understand how this mode of learning affects their academic performance. With the growing use of mobile devices, it is important to determine whether mobile learning is a beneficial tool for academic achievement or whether it poses challenges that need to be addressed. The aim of this research is to find out the academic performance of adolescent students having M-learning habits in relation to their emotional maturity . Adolescents who are emotionally mature are better equipped to manage stress, handle social interactions, and maintain a positive attitude towards learning, which can have a positive impact on academic performance. The present study will provide an insight to the parents and teachers to deal effectively with their children, so that they will be able to

develop an understanding of the importance of mobile technology for the students. This understanding will also assist the teachers to create student oriented practices in inculcating good study habits at school. Further, proper training and guidance may be given to the children accordingly to develop their self-concept, good study habits to improve the academic performance.

Consequently, the results of the current study may be extremely helpful to both students and teachers in resolving the numerous issues affecting their academic performance. The study will also be very important for students and teachers since it will provide them the motivation they need to actively improve their study habits, which are what determine how well they do academically. So, it has been deemed crucial to investigate Academic performance of Adolescent Students having M-learning Habits in relation their Emotional Maturity .

Literature Review

Wang et al. (2018) accomplished research on "Learning performance and cognitive load in mobile learning: Impact of interaction complexity". This study consisted of sample of 137 seventh graders. Results showed that interaction complexity had an impact on students learning performance and mental effort in mobile learning: the higher the interaction complexity was, the higher mental effort and the better learning performance in mobile learning was there.

Rifqiawati ,et al. (2021) carried out a research on "The Students' Emotional Maturity and Learning Motivation through Distance Learning During Covid-19 Outbreak". In order to evaluate emotional maturity and learning motivation during remote learning owing to the Covid-19 epidemic, 35 Indonesian high school students participated in this quantitative study. The average emotional maturity of the students was found to be in the good group at 61.6%, indicating a relatively positive level despite the difficulties associated with distance learning. Furthermore, the average learning motivation score was 66.5%, which is in the good category and shows that students were able to stay motivated even when learning remotely. The results indicated that students showed admirable emotional maturity and persistent motivation despite their lack of experience with online learning.

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Objectives

1. To study percentage of adolescent students having M-learning habits.
2. To study the relationship between academic performance and emotional maturity of adolescent students having M-learning habits.
3. To study differences in the academic performance of adolescent students having M-learning habits studying in urban and rural schools.

Hypotheses

1. More than sixty percent of adolescent students are having M-learning habits.
2. There is no significant difference in the academic performance and emotional maturity of adolescent students having M-learning habits.
3. There is no significant difference in the academic performance of adolescent students having M-learning habits studying in urban and rural schools.

Sample of the Study

A sample of 200 adolescent students (100 boys and 100 girls) of +1 and +2 class studying in different schools affiliated to PSEB & CBSE, Amritsar was involved in the present study.

Measures

Following tools were used for the purpose of present study:

1. Academic scores of final examinations will be used for academic performance.
2. Emotional Maturity Scale (EMS) by Dr. Yashvir Singh &Dr. Mahesh Bhargava, (2006).

Results and Discussions

To analyse the data mean, standard deviation, correlation, percentage and t-test were used. Following are the results.

Table 1: Showing Mean and percentage of all responses of M-Learning Habit Scale

S.No.	Sample	Mean Score	Standard Deviation	Percentage of students having M-Learning Habits
1	200	80.57	14.83	166/200*100= 83

Table 1 reveals that the mean score of M-Learning Habits Scale is 80.57, standard deviation is 14.83. Number of adolescent students having M-Learning Habit was computed by taking a difference of mean and standard deviation which is 65.74. A separate excel sheet was prepared by the investigator comprising of adolescent students who scored more than 65.74 marks on Mobile Learning Habit Scale. The total number of Adolescent students having M-Learning Habits comes out to be 166 in numbers. From the Table 1 it is observed that 83% students are having M-Learning Habits. So, the Hypothesis-I "More than sixty percent of adolescent students are having M-learning Habits" stands accepted.

The reason for this may be that the increased use of mobile devices in education provides convenience, flexibility, and individualized learning experiences leading to the idea that more than 60% of teenage students have M-Learning habits. Peer pressure, parental involvement, and worldwide digitalization trends are additional factors that raise the probability of teenage M-learning.

Table 2: Showing Mean,S.D. and t-value of Academic Performance and Emotional Maturity of Adolescent Students having M-Learning Habits

Variable	N	Mean	Mean Difference	Standard Deviation	Standard Error Difference	Df	t- ratio	Inference
Emotional Maturity	167	124.383	61.3	48.63	3.86	332	15.86	Significant at 0.05 level
Academic Performance	167	63.083		11.35				

A close examination of Table 2 reveals that the mean scores of Academic Performance and Emotional Maturity of adolescent students having M-Learning Habits are 63.083 and 124.383. The t-value is 15.86 which is significant at 0.05 level of significance. So, Hypothesis-II, "There is no significant difference in the academic performance and emotional maturity of adolescent students having m-learning habits" stands rejected.

The reason for this may be that the students can access educational materials through M-learning at any time and from any location, which can boost their motivation and level of participation in their studies. Furthermore, M-Learning tools' interactive and customized nature can accommodate various learning preferences, resulting in enhanced conceptual comprehension and higher academic achievement. Additionally, M-Learning's ease of use and adaptability can help students feel more in charge of their education, which might improve their emotional development by encouraging independence and self-control. All things considered, these data point to the possibility that m-learning practices can have a favourable impact on teenage students' academic achievement and emotional development.

Table 3: Mean, S.D. and t-value of the Academic Performance of Adolescent Students having M-Learning Habits studying in urban and rural Schools

Variable	Groups	N	Mean	Mean Difference	S.D.	$S.E_d$	Df	t-ratio	Inference
Academic Performance	Urban	88	65.136	4.76	11.28	1.729	163	2.75	Significant at 0.05 level
	Rural	77	60.376		10.86				

Table 3 reveals that the mean score of academic performance of urban and rural schools is 65.136 and 60.376. The value of standard deviation of Academic Performance of urban and rural schools is 11.28 and 10.86.The t-value is 2.75 which is significant at 0.05 level. So , the hypotheses, "There is no significant difference in the academic performance of adolescent students having m-learning habits studying in urban and rural schools "stands rejected.

The reason for this may be when it comes to technical infrastructure and resources, metropolitan schools usually have greater access than rural schools. Accordingly, there may be greater opportunities for urban students to interact with M-Learning resources and platforms, which could improve their academic achievement.

Also access to M-Learning materials may be impacted by the socioeconomic differences that exist between urban and rural locations. Higher income households may send students to metropolitan schools, where they can afford the cellphones, tablets, and dependable internet connections required for M-Learning. However, the digital divide, restricted access to technology, and problems with internet connectivity may pose problems for rural schoolchildren, making it more difficult for them to effectively utilize M-Learning materials and ultimately impacting their academic achievement.

EDUCATIONAL IMPLICATIONS

1. Mobile Learning offer constructivist learning. Activities that encourage learners to actively construct new ideas or concepts based on their prior and current knowledge should be introduced in curriculum. For example: M-learning allows learners to adapt existing mobile features to meet their needs, develop their interests, and construct their own learning.
2. Mobile technology offers new learning opportunities extending beyond traditional activities, allowing participation, challenge, and competition of participants. Hence it must be made part and parcel of teaching learning process.
3. Activities that lead to a change in the observable actions of learners based on learning. M-learning allows for actively controlling the acquisition process, this leads to an increase in learner motivation. In addition, mobile technologies foster self-directed learning, which encourages students to participate more actively in their learning process Hence, the rules, policies, and strategies of educational institutions must change perspective, providing opportunities for new approaches to active learning.
4. Mobile technology enable educational institutions to utilize a set of features such as flexibility, ubiquity, and portability in learning that will be of great benefit to teachers and students in the new digital era.

5. To take advantage of students interest and the benefits of m-learning in education, educational institutions and their teachers should design innovative learning methodologies.
6. The use of m-learning in the teaching and learning process would be a more natural and effective way of learning for this generation. In many places, mobile technology may, possibly, be the only platform available to access educational information. It is for this reason that m-learning systems are allowing people and vulnerable groups to access knowledge. Technological advances have accelerated the development of multiple applications, among which those that can be used as support in education stand out.
7. In recent years, several m-learning research projects have been conducted in formal and informal educational settings. The results have been encouraging, showing that mobile devices definitely generate motivation to learn. This technology is accessible to individuals, educational systems, and countries where other learning models have failed. The use of mobile devices can intensify, refine, and enrich learning due to the intrinsic characteristics of mobile devices associated with education.

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