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### **Emotional maturity: A review of studies**

**Anjali Dave\***

Research scholar, Department of Education, Gujarat University, Gujarat, India

E-mail: [anjali.dave123@gmail.com](mailto:anjali.dave123@gmail.com)

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#### **ABSTRACT**

Emotional maturity is the ability to cope up with the stress causing stimulus and manage emotions. An emotionally mature person will try to look at himself in a better perspective and continually amalgamate thoughts and emotions rather than staying anxious about the problem. This study aims to do an extensive review of studies on emotional maturity. It also strives to find out the relationship of emotional maturity with academic achievement along with other variables such as; anxiety, emotional intelligence and self confidence etc. The researcher has found out some gaps in the review of literature which can be useful for further research.

**KEYWORDS:** Emotional maturity, Academic achievement.

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#### **\*Corresponding author**

**Anjali Dave**

Research scholar, Department of Education,

Gujarat University, Gujarat, India

E-mail: [anjali.dave123@gmail.com](mailto:anjali.dave123@gmail.com)

## **1. INTRODUCTION**

Life would be lustreless without emotions. An emotion as a feeling or state is experienced by one and all. When we are subjected to any situation, emotions arise within us. The potency and nature of the emotions ignite the thought process which is expressed in the form of actions and behaviour. "Mature" emotional behaviour reflects the emotional state of the person. Emotions are adaptive responses to the demands of the environment<sup>1,2,3</sup>. A person is considered to be emotionally mature if he can express it at the right time in an appropriate way. According to Dictionary of Psychology, emotional maturity is a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children. A person who has the capability to overcome the stress by neglecting certain emotion stimulators that reflect the behaviour and attitude of the person can be said to be emotionally mature<sup>4</sup>. Human beings have highly developed nervous system that enables them to communicate and record their observations, experiences and ideas<sup>5</sup>. These emotions and ideas are exhibited by them in society. The person is considered to be emotionally mature who exhibits behaviour acceptable to the society and in congruence with the society. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally<sup>6</sup>.

Career decisions are often based on emotions of happiness and affection or even fear, rather than what is rationally best for one's career<sup>7</sup>. We can say that emotional maturity portrays the ability to direct and channel our emotions, also assess others emotional state and influence their actions. Emotional maturity is the ability to bear tension, showing indifference toward certain kinds of stimuli that affect the child or adolescent<sup>8</sup>.

## **2. REVIEW OF LITERATURE**

The main aim of the study is to do an extensive review of literature on emotional maturity and seeks to review the relationship of emotional maturity with academic achievement along with other variables such as anxiety, emotional intelligence and self confidence.

The impact of high and low levels of emotional intelligence, emotional maturity and self-confidence on the academic achievement of high school students was studied. In this study, cluster sampling method was utilised for the sampling process. It was found that there was no significant difference in the academic achievement of high school students in relation to high and low levels of Emotional Intelligence and Self-confidence. Also, there was a significant difference in the academic achievement of students in relation to high and low levels of Emotional maturity. It was seen that

there was no significant interactional effect of emotional intelligence, emotional maturity and self-confidence of high school students on the academic achievement<sup>9</sup>.

A study was conducted on a Comparative Account of Academic Achievement and Emotional Maturity among Secondary School Students of Rural and Urban area. The sample was collected from Burdwan district and analysed by methods such as mean, S.D., t-test and correlation. The findings of the study revealed that there was no significant difference in emotional maturity and academic achievement of students of rural and urban areas. The study also revealed that there was no relationship between academic achievement and emotional maturity of secondary school students of rural area. Also, that there was significant relationship between emotional maturity and academic achievement for the urban students and for the total sample<sup>10</sup>.

Anxiety, emotional maturity and social maturity and their relationship with academic achievement was found out. The study encompassed zone wise differences among variables. The study was conducted on high school students. It was found that there is a significant relationship between social maturity and academic achievement as well as between anxiety and academic achievement. No significant relationship was found between emotional maturity and academic achievement. The level of anxiety of rural and urban students differed significantly. No significant difference was found between rural and urban students on the variables of emotional and social Maturity<sup>11</sup>.

The findings on Role of Emotional Maturity and Emotional Intelligence in Learning and Achievement in School Context revealed that there was no significant effect of emotional maturity on learning and there was significant effect on academic achievement. Moreover, there was no significant effect of emotional intelligence on learning and there is significant effect of emotional intelligence on academic achievement<sup>12</sup>.

A Study on Higher Secondary Student's Emotional Maturity and Achievement was conducted. The findings of this study showed that male and female higher secondary students differed significantly with respect to level of emotional maturity. Also, that rural and urban higher secondary student did not differ with respect to level of emotional maturity. Another finding revealed that government and aided higher secondary students did not differ significantly with respect to level of emotional maturity. Day scholar and hostel higher secondary students differed significantly with respect to level of emotional maturity. There is significant difference between male and female higher secondary students with respect to level of achievement in economics<sup>13</sup>.

A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam was done. The sample consisted of 1000 students. The data was collected using descriptive survey method. The tool used was emotional maturity scale by Singh and

Bhargava. The findings revealed that there was no significant difference in various areas of emotional maturity of government and private school students; boys and girls school students did not differ in emotional maturity; and rural and urban secondary school students of both districts of Assam did not differ in emotional maturity<sup>14</sup>.

The relationship between emotional maturity and academic stress was found out. The sample of the study involved higher secondary school students having working and non-working mothers. The academic stress scale was used to find out stress while emotional maturity scale was used to study the emotional maturity. The findings revealed that students of working mothers showed high level of emotional maturity than the students whose mothers are not working. Another finding was that there is no significant relationship between emotional maturity and academic stress<sup>15</sup>.

A study was conducted on emotional intelligence and emotional maturity and their relationship with academic achievement of college students in Sikkim. The tools used were Emotional Intelligence Inventory by S.K. Mangal and S. Mangal and Emotional Maturity Scale by Roma Pal. The findings of this study showed positive correlation between emotional intelligence and academic achievement while there was no correlation between emotional maturity and their academic achievement<sup>16</sup>.

A study was conducted on emotional maturity and intelligence of secondary school students of Assam. The sample size was 1000 selected by stratified random sampling technique. The tools used were emotional maturity scale by M. Bhargava and Y. Singh (1990) and group test of mental ability by Dr. S.Jalota. The finding of the study was that there is a negative relationship between emotional maturity and intelligence among the secondary school students<sup>17</sup>.

A study of Relationship of Manifest Anxiety, Emotional Maturity of standard X<sup>th</sup> students of their Academic Achievement was done. The researcher examined the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular<sup>18</sup>.

A study was conducted on emotional maturity of students at secondary stage, self concept and academic achievement. The sample comprised 200 students of secondary stage. The findings of the study are: Significant difference was found in the emotional maturity of students of government and private schools. There is significant difference in the emotional maturity of students who are in hostels and Day-scholars. A significant negative correlation was found between self-concept and emotional maturity. A negative correlation was found between academic achievement and emotional maturity. Significant difference was found in the emotional maturity of boys and girls. Significant difference was found in the emotional maturity of students belonging to urban and rural areas and

emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. Significant difference was found in the emotional maturity of students who study in government and private schools. The emotional maturity of students of private schools was found to be more as compared to their counterparts due to low mean score on emotional maturity scale<sup>19</sup>. Emotional maturity of school going children of slum and urban areas and influencing factors was studied. The sample comprised of 120 children (60- slum area, 60- urban area). The finding of the study reveal that significant positive relationship was found between urban children's emotional maturity and their academic performance, chronological age, ordinal position abilities, size and type of family, parenting, general mental ability number of friends as well as their parental age, education and employment while no significant correlation was found between slum children's emotional maturity and their background variables<sup>20</sup>.

Emotional maturity of adolescence in relation to intelligence, academic achievement and environmental catalysts was researched. The sample comprised 356 adolescents. The findings were: Emotional maturity and intelligence are found to be closely related. No significant relationship was found between emotional maturity and academic achievement; No significant difference was found in emotional maturity due to area, sex and type of school; Students of government schools were found to be more emotionally mature than those of private schools<sup>21</sup>.

Emotional maturity and academic achievement of students at secondary level was researched. The sample comprised of 100 students (50 boys and 50 girls) taken by simple random sampling technique. Emotional maturity scale developed by the researcher was employed. The findings revealed that boys and girls did not differ on emotional maturity. Moreover, boys and girls did not differ on academic achievement<sup>22</sup>.

A co-relational study was conducted on emotional maturity and academic achievement of B. Ed students. The sample comprised of 120 B. Ed students. The method used for study was descriptive survey method. Emotional maturity scale developed by Singh and Bhargava was employed and academic achievement was found by assessing the marks in examination. The findings of the study revealed positive and significant correlation between emotional maturity and academic achievement. Emotional maturity of males was more than their female counterparts. Academic achievement was more of females than males. No significant difference was found in the emotional maturity of students belonging to different stream of subjects<sup>23</sup>.

Relationship between emotional maturity and academic achievement of Secondary school students was found out. The study determined any significant difference in the mean scores of Emotional Maturity based on gender, locale and family type. The sample consisted of 400 secondary school students. The sampling technique used was stratified random sampling technique. Emotional

Maturity Scale was used for collecting data. The study found that that Emotional Maturity of students was moderate. The findings revealed significant correlation between Emotional Maturity and Academic Achievement. Significant difference was found in the emotional maturity of students with respect to locale and family type. Also, no significant difference was found between male and female students with respect to emotional maturity<sup>24</sup>.

A study was conducted on emotional maturity, self confidence and academic achievement of adolescents in relation to their gender and urban-rural background. The sample comprised of 200 students (100 male and 100 female). The tool used for the study was emotional maturity scale by Singh and Bhargava. The data was analysed by t-test. The findings revealed that the emotional maturity of male and female students differed significantly. Male and female students did not differ on self confidence but differed significantly on academic achievement<sup>25</sup>.

A Co-relational study of Emotional maturity and Academic Achievement of High school students was done. The sample comprised 400 students (200 boys and 200 girls). The tool used was emotional maturity scale by Singh and Bhargava. The findings of the study were that emotional maturity and academic achievement are not correlated. Furthermore, there was no significant difference between emotional maturity and academic achievement scores of students. Also, girls were found to be more emotionally mature than their male counterparts<sup>26</sup>.

Emotional maturity was studied among the post graduate students. A descriptive research design was used for this study. The universe of the study comprised of 160 postgraduate students, studying at Bharathidasan University College Perambalur. Purposive sampling method was used to collect the data from 50 respondents. Questionnaire method was used to collect the data regarding emotional maturity of the respondents. The major finding of the study showed that 45.5 per cent of the respondents have moderate level of emotional maturity<sup>27</sup>.

A study was conducted on emotional maturity of students in relation to their academic achievement. 120 students were taken as the sample and emotional maturity scale developed by Singh and Bhargava was employed to find out emotional maturity. Results of the study show that emotional maturity not only affects student's physical growth but also his mental and emotional development. Positive relationship was found between emotional maturity and academic achievement of students studying at senior secondary level<sup>28</sup>.

### **3. GAPS FROM THE LITERATURE REVIEW**

An in-depth study of the literature review was done by the researcher and some gaps were found out. The gap that researcher found was that majority of the researches focussed on high school or higher secondary school students to find out the relationship between emotional maturity and

academic achievement. Whereas, very few researches are aimed at college students and fewer of them are carried out aiming at a particular stream of study such as engineering, law, management etc. These gaps can be improved to direct for future research.

#### **4. DISCUSSION AND EDUCATIONAL IMPLICATIONS**

Due to the cut throat competition and increased stress, there is erratic behaviour among the people. The cause can be identified and remedial measures can be taken to prevent further turbulence in behaviour and actions. The remedial measure will alleviate the person, at different fronts as society, school, home, peer group, from the anxiety. Parents, society and peer group influence the person. Thus parents and teachers can channelize the energy into a constructive way; also they should understand the changes and pressures the child is going through. Positive reinforcers should be given to the child to encourage him in endeavours of life. Parents and teachers should interact with the child, spend more time understanding them. Doing so, the child will be able to confide in them and share their feelings and opinions.

The teacher plays a major role to shape the personality of the child. Hence, assistance from peers and teachers is essential to rectify the conflicts and incongruence that the person faces. Engaging in activities at school or college can improve the child's self confidence; also, it can be a booster for emotional balance. The curriculum can be so designed that it focuses only on the needs of the child, present scenario and demands of the society, requirement of individual for facing the challenges in life.

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