

# A Review on Emotional Maturity Among Adolescence

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## **ABSTRACT:**

Emotional maturity is a pattern of behavior expressed by an individual in a proper manner with proper control. It is the ability to direct, acknowledge and deal with one's feelings and considering the same of other's. It enables the person to respond suitably and effectively. The purpose of this paper is to provide a comprehensive understanding of secondary school students' emotional maturity by compiling the results of several studies. Additionally, an effort has been made to determine how gender differs in terms of emotional maturity. The investigator has found out some gaps in the review of literature which can be useful for further research to bridge that gap. The purpose of this paper is to provide a comprehensive understanding of secondary school students' emotional maturity by compiling the results of several studies. Additionally, an effort has been made to determine how gender differs in terms of emotional maturity.

**Keywords:** Emotion, Maturity, Students, Girls and Boys.

## **INTRODUCTION:**

The fundamental component of human functioning that results from a complex interaction of situational, cognitive, and physiological factors is emotion. Our behavior is directly influenced by our emotions. They are the driving factors behind our life, influencing our behaviors, responses, goals, and other aspects of ourselves either directly or indirectly. Erika Landau (2010) said that Emotional maturity is simply the state of equilibrium between an individual's inner and exterior world, as well as their brain and emotions. Maturity's emotional component is a potent component of personality development. It helps all facets of the human personality—intellectual, social, moral, cultural, creative, etc.—to be integrated, fulfilled, and developed. Maturity is more than just being able to adapt to one's surroundings; it's also about fully appreciating such adaptations. Individuals' attitudes and behaviors are also influenced by their emotional development. It fosters responsibility, aids in decision-making, fosters the growth of positive interpersonal relationships, and on the whole improves the individual. It is commonly thought to mean having the ability to manage one's emotions rather than allowing them to take over.

Adolescents who have reached emotional maturity are capable of making adjustments with both themselves and society. When someone is emotionally mature, they are able to comprehend and control both their own and other people's emotions. They are also capable of reacting correctly and successfully to the needs of the circumstance. Adolescents are very emotional, they struggle to control

their emotions, and occasionally they overreact and are unable to regulate or use various emotional skills, according to certain research. However, an emotionally developed adolescent integrates their thoughts, feelings, behavior, and attitude while handling all adolescent challenges with effectiveness. Test anxiety and emotional maturity go hand in hand because anxiety is nothing more than an emotion that is defined by a tense, worried mood. It also causes bodily changes and anxious thoughts. Numerous researches have also provided an explanation for the different emotional development levels based on gender. Researchers have always been interested in learning how male and female students differ in terms of emotional development. Since only studies on secondary school students are covered in this paper, a thorough analysis of the emotional development of secondary school students in relation to their gender has been considered.

### **REVIEW OF LITERATURE:**

Joshi's (2017) study found a statistically significant difference in the emotional maturity of boys and girls. Although gender has a big impact, there is no difference in terms of location. According to Singh's (2017) research, the majority of secondary school students had an average degree of emotional maturity. Adolescent pupils' emotional maturity and academic achievement were revealed to be significantly positively correlated. In a 2017 study, Duhan, Punia, and Jeet discovered that male adolescents had a moderate level of emotional maturity relative to female adolescents. Teenagers' emotional development was discovered to be favorably connected with their father's job and educational attainment. According to Singh (2016), there is a noteworthy distinction in aggression and emotional development between boys and girls. Additionally, a strong correlation between emotional development and violence was discovered. According to a study by Johns, Mathew, and Mathai (2016), male adolescents were shown to be more emotionally mature, socially maladjusted, and personally disintegrating than female adolescents. There was a strong positive correlation between emotional immaturity and loneliness, and there was also a significant correlation between emotional immaturity and life satisfaction. Kumar and Sunilima (2016) conducted a study with the objectives to find out differences between male-female and urban-rural undergraduate students regarding their emotional maturity. The findings of their study revealed that no significant difference was found in the emotional maturity of undergraduate students on the basis of their gender and locality. Male and females of the urban area showed equal levels of emotional maturity, but it was difference in terms of locality especially the rural. The emotional maturity of rural male students was found higher than the rural female students.

According to a study by Bindu and Vajeela (2015), secondary school students emotional maturity is moderate—it's neither high nor low. They observed that there were variations in the pupils' emotional development depending on their family structure and place of residence, but there was no variation based on gender. It was observed that teenage girls were more emotionally mature than guys. Additionally, a strong correlation was discovered between mothers' occupations and emotional development. Compared to others, children of working mothers exhibited notably higher levels of emotional maturity. In addition to this, Jose and Sujatha (2015) discovered a relationship between parental education level, the family's monthly income, and emotional maturity.

Anandha Krishnaveni and Kartheswari (2018) investigated and discovered the connection between high school pupils enrolled in the ninth standard's academic performance and emotional development. A

sample of three pupils from various schools was chosen by them. Questionnaires on emotional maturity and achievement motivation were given to the students. The outcomes and conclusions demonstrated that there was no discernible relationship between academic success in the science stream and emotional maturity. Regardless of gender, geography, or instruction medium, every student in the science stream of the ninth standard demonstrated the same emotional maturity and accomplishment.

Suvankar Biswas (2018) carried out research with the goal of examining the emotional development of upper secondary schools. In order to assess the emotional maturity of the pupils, the researcher employed a scale. He chose one hundred students from four higher secondary schools in Bongaon, West Bengal, representing both urban and rural areas. The outcome showed that every high school student exhibited emotional maturity. The study's primary conclusions indicate that there was no discernible variation in high school students' emotional maturity according to their location or gender.

Devi and Sugumar (2017) investigated the emotional development of male students in upper secondary schools. The author used a proportionate stratified random selection strategy to choose pupils between the ages of 12 and 18. Standardized questionnaires were used in the data collection process. The main conclusions of the study indicate that boys who attend Hindi- and English-medium schools differ significantly in their emotional development. Manoj Kumar and Rishi Mishra (2016) investigated the connection between teenage students' academic success and emotional development. They discovered that among adolescents, there is a favorable relationship between academic success and emotional maturity.

Mishra Radhey Shyam (2016) led a study that looked into the connection between academic success and emotional development in 120 senior secondary school students in Faridabad. Emotional Maturity Scales were presented to the students. The findings indicate that students' emotional and mental development are impacted by their emotional maturity in addition to their physical growth. The study's key finding showed a favorable correlation between senior secondary school students' academic success and emotional maturity. The study encouraged the teachers to direct their love and concern to students by connecting and spending time with them, which will transform student impression, free to communicate their ideas, opinions and feelings with them.

A study by Shital and Brahmabhata (2016) aimed to determine the emotional maturity of male and female students attending higher secondary schools in rural and urban areas. There were 120 students in the sample: 30 males and 30 females from metropolitan areas, as well as 30 males and 30 females from rural areas. Male students were found to be emotionally more mature than female students, while rural students were found to be emotionally more mature than urban students. The results demonstrate a considerable difference between male and female students.

Sima Kalita (2016) investigated the connection between academic success and emotional stability among 400 high school students in the South Kamrup area of Assam, India. The participants in this study were chosen at random from a variety of high schools in the chosen region. Cattell's Jr. High School Personality Questionnaire was given to the students. Scores for academic accomplishments were gathered from the student's file. The findings indicated a strong correlation between high school

students' academic success and emotional stability. In order to determine the association between boys' and girls' academic achievement at the secondary school level and emotional maturity, Gunashekar and Pugalanthi (2015) employed a survey method in their study. The data was gathered using an emotional maturity scale, and the sample was gathered using a proportionate simple random sampling technique. The data was analyzed using the descriptive statistical method by the researcher. The study's main conclusions demonstrated that there was no discernible difference in academic achievement or emotional maturity between male and female secondary school students. According to Jose and Sujatha's (2015) research, teenage girls exhibit higher levels of emotional maturity than teenage guys. Additionally, they discovered a strong correlation between mothers' occupations and emotional development. Compared to others, children of working mothers exhibited notably higher levels of emotional maturity. An additional correlation was discovered between emotional development, the family's monthly income, and the parents' educational background.

### **RESEARCH GAP:**

According to the studies cited above, the majority of secondary school students exhibit lower levels of emotional maturity. However, there are no such glaring indications of the causes of their unpredictable emotional states. It is also possible to identify differences based on gender, however it is yet unclear what variables influence these disparities. There appears to be a study void about the interventions that can foster emotional development. The importance of social media and technology in the lives of teenagers and how it affects their emotional development are topics for future study.

### **DISCUSSION AND EDUCATIONAL IMPLICATION:**

After a thorough analysis of the aforementioned studies, it was discovered that the majority of the researchers concluded that secondary school students lacked emotional stability and were ill-equipped to control their emotions. Maintaining a healthy emotional world is crucial for achieving academic success. Students will not be able to succeed in their academic endeavors if they are unstable or emotionally spent. Over the course of their academic careers, they are certain to experience increased tension, anxiety, worry, and nervousness, all of which will adversely affect their performance. When it comes to behavioral problems, goal-setting, the development of efficient problem-solving techniques, and an individual's ability to withstand difficult circumstances and get through them, emotional maturity has a significant impact on an individual's overall functioning. Studies have indicated that psycho-education has advantages. Since psychoeducation focuses on developing emotional intelligence—which includes crucial elements of emotional maturity like recognizing emotions in oneself and others, comprehending the causes and consequences of emotions, and effectively regulating emotions—this should be encouraged in order to create an emotionally healthy individual.

Teenagers' emotional states are influenced by parenting practices as well. In order for parents to comprehend their children's feelings, they too need to have a solid education. We frequently hear that a healthy body leads to a healthy mind. Therefore, physical education should be offered to students in secondary schools in order to balance their mental and emotional states. Given that several study reviews have demonstrated their emotional immaturity, it is critical to design a curriculum that is appropriate for this developmental stage. In this sense, the Activity Approach to education will undoubtedly support students in achieving a balance in their psycho-physical coordination.

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