

Emotional Maturity and Subjective Well-Being Among School Going Adolescents

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ABSTRACT

Adolescence is transitional phase of growth and development between childhood and adulthood. Adolescence can be a time of both disorientation and discovery. Emotional Intelligence as related to Academic Achievement of adolescents. Subjective well-being refers to a person's cognitive and affective evaluations of his or her life, including both emotional reactions as well as cognitive judgements of satisfaction. The purpose of this study was to assess the impact of emotional maturity and subjective well-being in school going adolescents. Socio demographic and clinical data sheet, Emotional Maturity Scale and Satisfaction with Life Scale were applied. Significant negative correlation was found in the domains of Emotional maturity scale and Subjective well-being. Subjective well-being scale showed very significant negative correlation with Emotional stability ($r = -.364, p < 0.01$), Social adjustment ($r = -.284, p < 0.01$) and Total score ($r = -.296, p < 0.01$). In the study, Subjective well-being scale showed significant negative correlation with Emotional progression ($r = -.206, p < 0.05$) and Independence ($r = -.194, p < 0.05$). There was no difference in the total score of Satisfaction with Life Scale between Class X and XII. There was no difference in the overall emotional maturity as well as different domains of emotional maturity between Class X and XII.

Keywords: *Adolescence, Emotional Intelligence, Subjective well-being, Satisfaction*

Adolescence (any person between ages 10 and 19) is an exciting and dynamic period for young people. It is transition from dependence to independent relationships with parents. It has found that emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular. [1]. Yates (1999) suggested that there was a relationship between the health habits of college-aged health education students and their emotional intelligence [2]. Kaur (2013) found that the students having high I.Q level have high emotional maturity and the vice-versa and the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst [3]. Miglani (2001) also found a significant relationship between emotional intelligence and

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Received: August 15, 2021; Revision Received: November 09, 2021; Accepted: November 27, 2021

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academic Achievement on a study conducted on “Emotional Intelligence as related to Academic Achievement of adolescents”. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. [4]

A study identifies Social-Emotional Learning (SEL) as one of the best ways to promote mental health and reducing risk behaviours in children and youth. [5]

Gakhar (2003) found that (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self concept .It has found a significant negative correlation is found between self-concept and emotional maturity, negative correlation between academic achievement and emotional maturity and significant difference in the emotional maturity of boys and girls. [6]

Tsaousis & Nikolaou (2005) explored the relationship of emotional intelligence with physical and psychological health functioning. The results are encouraging in that increased levels of EI have an important role on health functioning.[7]

Petrides et al (2004) conducted “A study of relationship between emotional intelligence, cognitive ability and academic performance” and found that emotional intelligence moderated the relationship between academic performance and cognitive ability, where higher IQ and higher emotional quotient (EQ) led to greater academic performance. [8]

Anju (2000) found that there existed a positive and significant relationship between emotional maturity and intelligence of student which implied that more intelligent the person was, more emotional mature he was.[9]

Upadhyay and Upadhyay (2003) studied “Emotional Stability and Academic Achievement of Boys and Girls at Secondary Level.” and concluded that emotions have both direct and indirect effect on personality. [10]

It has revealed that there is significant relationship between emotional intelligence and achievement motivation, the boys and girls differ in their emotional intelligence and emotional understanding, boys performs better than girls in emotional intelligence and emotional understanding. The gender difference found in the present study was significant, and suggests that any research with this measure should take that difference into account. This study reports a gender difference with boys having higher social skills than girls. Boys and girls show no significant difference in emotional perception, emotional facilitation of thought, and emotional management.[11]

Subjective well-being (SWB) refers to a person's cognitive and affective evaluations of his or her life, including both emotional reactions as well as cognitive judgements of satisfaction [12]. A study on “Happy Adolescents: The Link Between Subjective Well-Being, Internal Resources, and Parental Factors” and showed mastery and optimism to be negatively associated with negative affect and positively associated with positive affect.[13]

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Aim Of the Study

The purpose of this study was to assess the impact of emotional maturity and subjective well-being in school going adolescents.

Objective:

- [i] To assess the relation between Emotional Maturity and Subjective Well-being in school going adolescents.
- [ii] Comparison of Subjective Well- being between students of Class X and XII.
- [iii] Comparison of Emotional Maturity between students of Class X and XII.

METHODOLOGY

Venue:

Data was taken from Senior Secondary Schools (3 schools) of the city of Ranchi. They were:

- Cambrian Public School, Ranchi
- DAV Public School, Gandhinagar, Ranchi
- International Public School, Ranchi

Research Design

The study was cross-sectional school-based study.

Sampling Technique and Sample: Purposive sampling was used for the study. Total sample size of the study were 120 school going adolescents of Class X (7 boys & 7 girls), Class XI (7 boys & 7 girls) and Class XII (7 boys & 7 girls) of each of the 2 schools (i.e Cambrian Public School, Ranchi & DAV Public School, Gandhinagar, Ranchi) and school going adolescents of Class X (6 boys & 6 girls), Class XI (6 boys & 6 girls) and Class XII (6 boys & 6 girls) of International Public School, Ranchi.

Inclusion Criteria

- (i) Permission from school authority
- (ii) Students studying in 10th, 11th & 12th standard
- (iii) Both girls and boys
- (iv) Students in the age range of 14-18 years who were attending school regularly
- (v) Students who were willing to participate in the study.
- (vi) Students who gave their written consent
- (vii) Any of the parent/guardian who gave informed consent.

Exclusion Criteria:

- (i) Students who were not staying with their biological parents.
- (ii) Students who went to work after school.
- (iii) History of any significant physical illness
- (iv) History of any significant psychiatric and neurological disorders.

Tools Used for Data Collection

- **Socio- demographic clinical data sheet:** It included various socio-demographic variables like name, father's name, address, age, sex, education, name of the school in which studying, domicile, religion, family type, total family members, family income per month, physical health, family history of physical illness, family history of psychiatric illness, education of father, education of mother, occupation of father,

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occupation of mother, student's academic performance, interaction with teachers and their various interests.

- **Emotional Maturity Scale (Singh & Bhargava, 1990):** It has developed by Yashvir Singh and Mahesh Bhargava, this questionnaire consists of 48 items. The first 10 items examine emotional instability, the second 10 items examine emotional relapse, the third 10 items assess social conflict, the fourth 10 items assess personality breakdown and the last 8 items examine lack of independence. Emotional maturity questionnaire is a self-report scale on a 5-point Likert scale. Higher score indicates higher levels of emotional immaturity and vice versa. It is reported that the scale enjoys a good reliability coefficient using both test-retest and internal consistency methods.[14]
- **Satisfaction with Life Scale (Diener et al., 1985):** Among the various components of subjective well-being, the SWLS is narrowly focused to assess global life satisfaction and does not tap related constructs such as positive affect or loneliness. The SWLS is shown to have favourable psychometric properties, including high internal consistency and high temporal reliability. Scores on the SWLS correlate moderately to highly with other measures of subjective well-being, and correlate predictably with specific personality characteristics. It is noted that the SWLS is suited for use with different age groups. The scale is designed around the idea that one that one must ask subjects for an overall judgment of their life in order to measure the concept of life satisfaction.[15]

Procedure For Data Collection

Students meeting the inclusion and exclusion criteria were evaluated in detail on the socio-demographic data made for the study. All the students were further evaluated on Emotional Maturity Scale, Ways of Coping Questionnaire, Educational Aspiration Scale, Interpersonal Communication Inventory Scale and Satisfaction with Life Scale.

Statistical Analysis

The Statistical Package for Social Sciences (SPSS) 20.0 for windows was used for data analysis. Student t- test was used for comparing the continuous data of the 2 groups. ANOVA (Analysis of Variance) was used to compare continuous data of the 3 groups. Chi-square test was applied to compare the categorical data. Pearson's correlation analysis was used for finding out the significant correlations between variables.

RESULTS

TABLE 1:(A) Socio-demographic Characteristics of School Going Adolescents (Categorical data)

Variables		Class X	Class XI	Class XII	x ²	Df	p
		N = 40 n(%)	N = 40 n(%)	N = 40 n(%)			
Sex	Male	20 (50%)	20 (50%)	20 (50%)	.000	2	1.000
	Female	20 (50%)	20 (50%)	20 (50%)			
Religion	Hindu	35 (87.5%)	38 (95%)	38 (95%)	2.162	2	.504
	Others	5 (12.5%)	2 (5%)	2 (5%)			
Domicile	Urban	31 (77.5%)	28 (70%)	31(77.5%)	.800	2	.775
	Semi-Urban	9 (22.5%)	12 (30%)	9 (22.5%)			
Family Type	Nuclear	25 (62.5%)	23(57.5%)	23(57.5%)	.276	2	.919
	Joint	15 (37.5%)	17(42.5%)	17(42.5%)			
Physical Health	Good	37 (92.5%)	38 (95%)	38 (95%)	.303	2	1.000
	Average	3 (7.5%)	2 (5%)	2 (5%)			

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Variables		Class X	Class XI	Class XII	x ²	Df	p
		N = 40 n(%)	N = 40 n(%)	N = 40 n(%)			
Family History of Physical Illness	Present	6 (15%)	2 (5%)	3 (7.5%)	2.602	2	.378
	Absent	34 (85%)	38 (95%)	37(92.5%)			
Family History of Psychiatric Illness	Present	0 (0%)	0 (0%)	1 (2.5%)	2.017	2	1.000
	Absent	40 (100%)	40 (100%)	39 (97.5%)			
Occupation of Father	Unskilled	1 (2.5%)	6 (15%)	5 (12.5%)	5.029	4	.307
	Semi-skilled	2 (5%)	3 (7.5%)	1 (2.5%)			
	Skilled	37 (92.5%)	31(77.5%)	34 (85%)			
Occupation of Mother	Unskilled	1 (2.5%)	1 (2.5%)	1 (2.5%)	.000	2	1.000
	Semi-skilled	39 (97.5%)	39(97.5%)	39(97.5%)			
Name of the Schools	DAV Gandhinagar	14 (35%)	14 (35%)	14(35%)	.000	4	1.000
	Cambrian School	14 (35%)	14 (35%)	14 (35%)			
	International Public School	12 (30%)	12 (30%)	12 (30%)			

Table 1. (A) shows the socio-demographic details of students in Class X, Class XI & Class XII. There were equal numbers of male and female students in Class X. Large number of them were Hindu (87.5%), urban (77.5%), coming from Nuclear family (62.5%) and had good physical health (92.5%). They had no family history of physical illness (85%) and psychiatric illness (100%). Father worked as skilled worker (92.5%) and the mothers were semi-skilled (97.5%). On comparison with students of Class XI and Class XII, it appeared that the socio- demographic characteristics were similar. There were no differences.

TABLE 1:(B) Socio-demographic Characteristics of School Going Adolescents (Continuous data)

Variables	Class X Mean±SD N=40	Class XI Mean±SD N=40	Class XII Mean±SD N=40	f(df=)	P
Age (in years)	15.22±0.42	16.25±0.54	17.25±0.49	171.50	.001***
Family Income (per month)	41125.0±19463.55	29125.00±13769.50	31625.00±15582.18	5.92	.004***
Total no. of Family Members	6.67±2.88	7.32±3.70	6.20±2.51	1.34	.264
Education of Father (in yrs)	14.52±2.12	14.67±2.40	14.15±2.10	.59	.552
Education of Mother (in yrs)	12.67±2.51	12.07±2.89	11.82±2.64	1.05	.352

*Significant level <0.001****

Table 1. (B) shows the characteristics of age, family income, total number of family members, and education of father and mother of the students. The mean age of students studying in Class X, Class XI and Class XII who participated in the study was 15.22±0.42, 16.25±0.54 and 17.25±0.49 respectively. All the students belonged to middle income families. The family income of the students studying in Class X was significantly more compared to students in Class XI and XII (p<0.001). The mean total number of family

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members was 6.67 ± 2.88 , 7.32 ± 3.70 and 6.20 ± 2.51 which indicate that most of the students belonged to nuclear family. Parents of students from all the classes were modestly educated.

TABLE 2: Correlation between Emotional Maturity and Subjective Well-being

EMOTIONAL MATURITY	Domains	Subjective Well- being (Pearson 'r' value) N=120
	Emotional Stability	-.364**
	Emotional Progression	-.206*
	Social Adjustment	-.284**
	Personality Integration	-.116
	Independence	-.194*
	Total Score	-.296**

Significant level $p < 0.01$ **

Significant level $p < 0.05$ *

Table 2 shows correlation between emotional maturity and subjective well-being in Class X, XII and XII students (N=120). Emotional Stability, emotional progression, social adjustment, independence and total score have significant negative correlation with subjective well-being. There was no correlation between personality integration and subjective well-being.

TABLE 3: Comparison of Emotional Maturity between students of Class X and XII

Variable	Domains	Class X Mean±SD N=40	Class XII Mean±SD N=40	t(df=78)	P
EMOTIONAL MATURITY	Emotional Stability	20.25±5.87	21.92±5.22	-1.348	.182
	Emotional Progression	21.22±6.26	22.75±4.84	-1.218	.227
	Social Adjustment	21.25±5.30	21.30±5.60	-.041	.967
	Personality Integration	18.82±5.56	19.57±5.63	-.599	.551
	Independence	17.22±3.12	16.77±4.39	.528	.599
	Total Score	98.77±21.47	102.32±21.12	.745	.458

Table 3 shows the mean SD of emotional maturity of the students attending Class X and XII. There is no difference in the total emotional maturity as well as different domains of emotional maturity between the students of Class X and XII.

TABLE 4: Comparison of Subjective Well- being between students of Class X and XII

Variable	Class X Mean±SD N=40	Class XII Mean±SD N=40	t(df=78)	P
SUBJECTIVE WELL- BEING	24.57±4.44	23.90±4.02	.712	.479

Table 4 shows the mean SD of subjective well-being of the students attending Class X and XII. There is no difference in the total score of subjective well-being between students of Class X and Class XII

DISCUSSION

The aim of the present study was to find out the relationship of emotional maturity and subjective well-being of school going student. Adolescents of today are well and easily exposed to vast, unlimited and most importantly censored information and are subject to high pressure because of ever increasing competition and expectations from their family and peers.

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Emotional maturity can be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships. In the present study, a significant negative correlation was found in the domains of Emotional maturity scale and Subjective well-being (Table-2). Subjective well-being scale showed very significant negative correlation with Emotional stability ($r = -.364, p < 0.01$), Social adjustment ($r = -.284, p < 0.01$) and Total score ($r = -.296, p < 0.01$). In the study, Subjective well-being scale showed significant negative correlation with Emotional progression ($r = -.206, p < 0.05$) and Independence ($r = -.194, p < 0.05$). It can be explained as persons who perceive adequate emotional maturity might be privilege to have inadequate well-being to reduce the consolidation of subjective well-being. This finding is inconsonance with previous finding given by Lather (2009) which revealed that there is a negative correlation between emotional intelligence and psychological distress which indicates that emotional intelligence was found to be helpful in reducing psychological distress [16].

Tiwari and Ojha (2014) conducted a study on "General Well-being and Emotional Maturity of Adolescents". Findings suggested that girls are more emotionally unstable as compare to boys and significant difference was seen on Psychological well-being and Emotional well-being dimension of General well-being between boys and girls. It might be due to gender difference that can be attributed to the variations in socialization process of both genders than to the inherent genetic character. All people are equal, but not the same [17].

Another study conducted on "Adjustment and Emotional Maturity among First Year College Students", found that the first-year undergraduate students were found to have low level of adjustment where social, emotional and educational areas are concerned. They were expected to encounter more adjustment related problems especially in the social and emotional context. The first-year students were less emotionally mature and thus faced difficulty in adjusting emotionally to the changing demands of the environment than the final year undergraduates [18].

A recent study on the relationship between emotional maturity and general well-being of adolescents has found that there exists a negative correlation between the variables such as emotional maturity and general well-being of adolescents. It means that as the score increases the emotional instability and the score for general well-being decreases. [19]

A study was conducted on "Emotional maturity and adjustment level of college students" to see the adjustment level of the post graduate Students of Yasouj city. Finding reveals that the first year undergraduate students were found to have low level of adjustment where social, emotional and educational areas are concerned. They were expected to encounter more adjustment related problems especially in the social and emotional context. The first year students were less emotionally mature and thus faced difficulty in adjusting emotionally to the changing demands of the environment than the final year undergraduates. However, there was a high positive correlation between emotional maturity and overall adjustment, reason could be the less familiarity with the surroundings and less integration is more into the social fabric of the college [20].

Regarding comparison of emotional maturity in students of Class X and XII, Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. In the present study, there was no difference in the overall emotional maturity as well as different domains of emotional maturity between both the groups (table-3). Previous

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study conducted on “Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools: a comparative Study” found no significant difference in anxiety, emotional maturity, emotional instability and emotional regression of adolescent of class 10th and 12th [21], which shows that it is consistence to the present study. But several studies do not have empirical support for the findings of the present study. A study was conducted by Subbarayan and Visvanathan (2011) on “Emotional Maturity of College Students”. It has found that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred that the college students belongs to different religions shows significant difference in their emotional maturity.[22]

Another study conducted by Steinberg & Cauffman (1996) on “Maturity of judgment in adolescence”. Results showed that psychosocial factors in adolescent decision making, discusses the idea that adolescents are psychologically less mature than adults, and that this immaturity impairs their judgment [23]. Based on the argument by Scott et al. (1995) existing evidence indicates that the greatest differences are found in comparisons between early adolescents vs. middle and late adolescents.[24]

Regarding comparison of subjective well- being in students of Class X and XII, In the present study, there is no difference in the total score of Satisfaction With Life Scale between both the groups (table-4). Various national and international studies have found children’s and adolescents’ life satisfaction decreasing with age [25,26,27]. The results of our research are similar to these findings and shows lower subjective well-being as children get older. For all analysed life aspects older children felt significantly less satisfied than younger children. Those differences are mainly visible in the comparison of 12-year-olds with their younger colleagues and concern, above all, satisfaction with their own bodies. The results suggest that both girls and boys tend to display a high level of overall life satisfaction with a mixed pattern of small (in absolute terms) gender differences. Taking into account various life domains according to sex, the differences are more visible.

This study helps to focus on people with unstable emotional maturity and poor general well-being to modify the way of their living. The study leads a healthy social and individual life. Emotional maturity and general well-being of adolescent’s maturity helps the adolescent to lead a socially appropriate way of life. It helps them to guide themselves on what to do and what not do. It also guides to find out the adolescents with emotional instability and poor wellbeing and to provide proper guidance from educational sector to empower them and to achieve a state of having a stable emotional maturity. It can also help to give information’s and guidance on the upbringing of adolescents.

Limitations

Though a sincere effort has taken for conducting the study and minimising the errors, there are certain limitations of the study. Sample size of the present study was 120. The greater number of samples could have better outcome. The samples were selected by using purposive sampling technique. The study group was selected from 3 schools. The greater number of schools could have given better outcome in the field of research. Study group was selected from the schools which belonged to urban areas. Another group could have been selected from any of the schools which belonged to rural area for a comparative study.

Future Directions

Now, by taking the account of the whole limitations and difficulties while doing the study, I would like to put some suggestions for doing a better study in the area.

Future studies should aim to include a greater number of samples which may help to get more generalizable findings. There may be some influences of the socio-demographic variables like socio-economic status, type of family, family size etc. on emotional maturity, coping styles and interpersonal communication skills in the chosen populations. Future studies can focus in these areas.

CONCLUSION

Present study findings suggest that adolescent's subjective well-being is associated with adolescent's emotional maturity or in other way, we can say that adolescent's subjective well-being can be enhanced by developing different strategies (related to mental health) to enhance adolescent's emotional maturity. These findings will help the mental health professionals to address adolescent's psychosocial issues by incorporating these components in school mental health programmes. Also, this finding will help the mental health professionals to develop effective program to enhance the emotional maturity of adolescents as well as the strategies regarding coping style and resources.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Roy N., Kumar P. & Bhattacharya D. (2021). Emotional Maturity and Subjective Well-Being Among School Going Adolescents. *International Journal of Indian Psychology*, 9(4), 1020-1029. DIP:18.01.097.20210904, DOI:10.25215/0904.097