

A Study of Emotional Maturity among Adolescents

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ABSTRACT

Emotional maturity refers to an individual capacity to understand regulate and express emotions in a healthy and constructive manner. It involves dealing with live challenge relationships and situations with balance rationality and emotional stability. This quality is particularly significant for college students as they are in a transitional phase from adolescence to adulthood. Entering higher education requires emotional and mental because a student's encounter various personal social and academic challenges. Therefore, emotional maturity along with emotional intelligence plays a crucial role in their overall development. The present investigation aimed to examine emotional maturity among adolescents studying in college of Darbhanga. The sample consisted 100 adolescents including 50 boys and 50 girls who were selected randomly for the study. Emotional maturity was assessed using the emotional maturity skill developed by Singh and Bhargava 1990. After collecting responses from participants, the data were statistically analyzed using the t test. The finding revealed that female adolescents obtain significantly higher sports all dimension as well as on the total emotional maturity score. Since higher scores indicate emotional immaturity, the result suggests that female adolescents exhibited comparatively lower emotional maturity than the male counterparts. In the context of college students, emotional maturity is reflected in their ability to make sound decisions regarding their future, manage stress effectively, sustain positive social relationships, and cope with academic pressures. Emotional maturity significantly contributes to students' success and well-being within the collegiate environment, which exposes them to diverse responsibilities and experiences.

Keywords: *Emotional Intelligence, Goal-Oriented, Adolescents*

Emotion represents a multifaceted psychological

Process that includes subjective experience along with internal and observable physiological reactions, which may either support or hinder goal-directed behavior (Sanford, 1961). Emotional maturity plays a crucial role in shaping personality and contributes significantly to an individual's overall development. It enables a person to manage emotional responses effectively and maintain balanced behavior in various life situations. An emotionally mature individual is not necessarily free from anxiety or conflict; rather, such a person continually strives to understand oneself clearly and achieve harmony among emotions, thoughts, and actions.

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Daniel Goleman's research on emotional intelligence highlights emotional maturity as a key Component of emotional competence. According to Goleman (1995), emotional intelligence consists of four major dimensions:

Self-awareness, self-regulation, social awareness, and relationship management. These dimensions are essential for achieving success, often Surpassing the influence of intellectual ability alone. Goleman emphasizes that emotional awareness, empathy, and self-discipline form the foundation of both personal growth and Professional advancement. He further suggests that effective leadership relies more heavily on emotional maturity than on technical expertise.

Leaders who apply emotional intelligence skills are better equipped to manage themselves and maintain healthy interpersonal relationships, thereby enhancing leadership effectiveness.

Psychological behaviors and hereditary traits play a significant role in shaping emotional stability, which further contributes to social understanding and overall societal development. In the contemporary digital era, emotional imbalance has increased due to excessive exposure to social media, often resulting in aggression, violence, and instability in individual behavior. This highlights the growing need for social reform and emotional regulation.

The present study focuses on the emotional maturity of boys from rural backgrounds pursuing higher education. These students frequently encounter socio-economic challenges and limited resources, which adversely affect their emotional strength and developmental outcomes. Despite these constraints, a gradual improvement in emotional stability has been observed, indicating positive emotional growth. Changes in cognitive patterns suggest that students are developing broader perspectives and becoming more goal-oriented.

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College-going girls often experience emotional challenges shaped by family expectations and societal structures. Many are raised under strong parental control, which influences their mental resilience and decision-making abilities. A significant proportion of girls studying at the college (sem-1) face early marriage due to traditional social norms. Such practices place psychological pressure on them and weaken their emotional strength, becoming a major cause of mental stress and emotional disintegration, especially among those who are otherwise disciplined and obedient to parental decisions.

In the twenty-first century, education has emerged as a crucial means for achieving social recognition and personal identity. Although girls develop aspirations regarding their

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education and career, they frequently find themselves unable to overcome the obstacles created by rigid social structures. While they may possess clarity in their personal perspectives, societal expectations often interrupt their ability to plan and execute their goals effectively. As a result, many girls surrender to social pressure and conform to established norms.

Purpose of the Study

The main objective of the study was to compare adolescent boys and girls with respect to their level of emotional maturity.

Hypothesis

It was hypothesized that male adolescents would demonstrate a higher level of emotional maturity than female adolescents across all dimensions of the emotional maturity scale.

Sample

The study was carried out on a randomly selected sample of 100 adolescents, comprising 50 boys and 50 girls, drawn from different Colleges of Darbhanga. The participants were matched on variables such as age, educational background, community, and socio-economic status to ensure comparability.

Tool Used

Emotional maturity was measured using the Emotional Maturity Scale developed by Singh and Bhargava (1990). This self-report instrument consists of items rated on a five-point response format: very much, much, undecided, probably, and never. Scores range from five to one depending on the nature of the response. The scale assesses five major dimensions of emotional maturity: emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. Higher scores on the scale indicate a greater degree of emotional immaturity, whereas lower scores reflect better emotional maturity.

RESULTS AND DISCUSSION

Table-1 Mean S.D, and t of Boys and Girls on the factors and total score of emotional Maturity scale.

Factors of emotional maturity scale	Group	N	Mean	Sd	t - ratio	df	P
Emotional instability	Boys	50	34.65	7.13	3.90	98	<.01
	Girls	50	40.38	7.55			
Emotional regression	Boys	50	34.04	6.14	.47	98	NS
	Girls	50	34.52	6.05			
Social maladjustment	Boys	50	36.80	9.86	4.34	98	<.01
	Girls	50	45.50	9.96			
Personality disintegration	Boys	50	35.12	7.43	4.33	98	<.01
	Girls	50	42.32	8.08			
Lack of independence	Boys	50	58.46	10.38	5.38	98	<.01
	Girls	50	47.93	9.12			
Total score	Boys	50	56.12	10.25	3.87	98	<.01
	Girls	50	48.30	9.85			

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Table-1 presents the mean scores, standard deviations, and t-values of boys and girls on different dimensions of emotional maturity as well as on the total score. The findings indicate a statistically significant difference between boys and girls on several dimensions of emotional maturity.

Female students obtained significantly higher mean scores on emotional instability ($t = 4.19$ $df = 98$ $p < 0.01$), social maladjustment ($t = 4.13$ $df = 98$ $p < 0.01$), personality disintegration ($t = 4.63$ $df = 98$, $p < 0.01$) and lack of independence ($t = 5.85$, $df = 98$ $p < 0.01$) when compared to male students. Since higher scores on the Emotional Maturity Scale indicate a greater degree of emotional immaturity, these results suggest that girls exhibit relatively lower emotional maturity than boys on these dimensions.

No significant difference was observed between boys and girls on the dimension of emotional regression, indicating similarity in this aspect of emotional functioning. Furthermore, a significant difference was found on the total emotional maturity score ($t = 4.22$ $df = 98$, $p < 0.01$) which clearly reflects that boys demonstrate better overall emotional maturity than girls.

CONCLUSION

On the basis of the findings of the present study, it can be concluded that adolescent boys are emotionally more mature than adolescent girls in most dimensions of emotional maturity. The results support the hypothesis of the study, except in the area of emotional regression, where no significant gender difference was found. These findings highlight the need for greater emotional support and developmental interventions for female adolescents to enhance their emotional maturity and psychological adjustment.

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Conflict of Interest

The author(s) declared no conflict of interest.

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