

Research Paper

A Study on Emotional Maturity and Its Relationship with Academic Achievement among Secondary School Students

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ABSTRACT

Emotional maturity refers to our capability to understand and express emotions appropriately, and is a critical factor in personal development and academic success. Academic achievement reflects students' learning outcomes and future opportunities, and research suggests that emotional maturity significantly influences academic performance. Academic achievement, which reflects the extent to which student attain their educational goal, is widely recognised as a predictor of future success. The systematic review of existing literature on the relationship between emotional maturity and academic achievement among secondary and higher secondary students. These reviews include Empirical studies, Comparative analyses, and review articles sourced from reputable academic databases and journal platforms, such as Google Scholar, ResearchGate, ERIC, JSTOR, and Academic.edu. Findings indicate that most studies report a positive relationship between emotional maturity and academic achievement, suggesting that emotionally mature students exhibit better concentration, motivation, adaptability, and problem-solving skills. However, some studies show no significant link. This systematic review examines existing research on emotional maturity and academic achievement among secondary and higher secondary students, considering variables such as gender, type of school and locality. Overall, the study emphasises that emotional maturity plays a crucial role in academic success and should be integrated into educational practices, teacher training, and policy planning to support students' holistic development and long-term well-being.

Keywords: *Emotion, Maturity, Emotional Maturity, Academic Achievement, Secondary School Students*

Emotional maturity is a fundamental component of human development and a key determinant of psychological well-being. It encompasses an individual's ability to understand, regulate, and express emotions appropriately, thereby maintaining stability in thought and behaviour. As a lifelong developmental process, emotional maturity plays a crucial role in personal growth, enabling individuals to cope effectively with stress, adapt to changing environments, and build healthy interpersonal relationships. In educational settings, emotional maturity is an essential aspect of holistic development, as it equips learners with the emotional resilience and self-regulatory skills necessary for

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effective learning. Academic achievement, another vital dimension of adolescent development, reflects the extent to which students attain their educational goals and is widely recognised as a predictor of future occupational success, social mobility, and overall life opportunities. Research consistently shows that emotional maturity significantly influences academic performance, with emotionally mature students demonstrating stronger concentration, motivation, adaptability, and problem-solving skills. In contrast, emotional instability often leads to anxiety, low self-esteem, and reduced academic efficiency, underscoring the critical interplay between emotional development and academic success.

Meaning of Emotions

The word emotion derives from the Latin word “Emovere”, which means “to move” or “to stir.” In this sense, emotions can be described as conditions of psychological and physiological activation that shape how people think and act. Over the years, psychologists have offered different explanations of emotion, often highlighting its bodily, mental, and behavioural dimensions.

Classification of Emotions

Emotions are generally grouped into the following categories:

- **Positive Emotions:** These include feelings such as joy, love, affection, faith, and happiness. They contribute to a person’s overall well-being, encourage positive thinking, increase motivation, and promote socially desirable behaviour.
- **Negative Emotions:** Emotions like fear, anger, jealousy, and hatred tend to disrupt both mental and physical health. They often create stress, discomfort, and emotional instability.
- **Conscious Emotions:** These are emotions that individuals experience with full awareness. People can clearly identify and examine their feelings and the thoughts connected to them.
- **Unconscious Emotions:** These feelings occur without deliberate awareness and are often driven by instinctive or automatic mental processes. They can influence behaviour and thinking in subtle, indirect ways.
- **Primary Emotions:** These are basic, immediate reactions to a stimulus—for example, fear, happiness, or sadness.
- **Secondary Emotions:** These develop from primary emotions and involve more complex emotional experiences, such as shame, guilt, or frustration (**Dangi & Malik, 2022**)

Meaning of Maturity

Maturity is widely regarded as a highly valued human attribute. Beyond the natural acquisition of experience that occurs with increasing age, maturity is the result of an integrative process in which we learn from our experiences. This process begins at birth and continues throughout the life span.

In reality, the concept of maturity is pretty ambiguous, relative, and vague. For that reason, it is not entirely clear whether the predominant element of maturity is emotional—that is to say, if maturity is a special way of experiencing the things that happen to us—or if, on the contrary, maturity has more cognitive characteristics, ones relating to our thoughts and thinking.

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Type of maturity:

Maturity is classified into the following types

- **Physical maturity:** An individual develops earlier than most children his age, which means he is noticeably taller and stronger than his classmates.
- **Mental maturity:** His cognitive development might not match his physical appearance. He could excel in one subject, such as science, yet struggle in another, like reading.
- **Social maturity:** His size can create social complications. Others may assume he is older and expect behaviour that aligns with his appearance rather than with his actual age. Adults may say, “Act your age,” but what they really mean is “behave the way someone your size should behave.”
- **Emotional maturity:** This is the area being explored in this reflection—how to understand and measure his emotional development.
- **Spiritual maturity:** His intellectual and social growth will shape his spiritual awareness, because both influence his ability to consider moral questions and understand the needs of others.
- **Decisional maturity:** This relates to self-control. The question here is whether he tends to choose immediate comfort or gratification, or whether he is capable of delaying rewards in favour of decisions that offer greater long-term value.

Emotional Maturity

Emotional maturity refers to the ongoing development of an individual’s personality aimed at achieving greater emotional stability and psychological well-being. It is a vital component of personal growth and significantly impacts all aspects of life. Achieving emotional maturity is often considered a central objective of education, as it equips individuals to understand, manage, and express their emotions appropriately.

An emotionally mature person can handle his feelings effectively, remain composed across different situations, and act in line with accepted social and moral standards. Such individuals exhibit self-control, emotional equilibrium, and adaptability. Emotional maturity is therefore a key sign of a balanced personality, enabling a person to stay calm, resilient, tolerant, and free from excessive anxiety or emotional turbulence.

Seoul (1951) “Emotional maturity is the ability to bear tension: other signs are an indifference towards certain kinds of stimuli that affect the child or adult, and he develops moodiness and sentimentality” **Walter D. Smitson (1974)** “Emotional maturity is a process in which the personality continuously strives for greater emotional health, both intrapsychically and intra-personally. Emotional Maturity or stability might be considered as a potential factor in any sphere of life” **(as cited in Kasundra & Singh, 2008).**

This quality of an individual plays a crucial role in human life. A key objective of any effective educational program should be to support students in developing emotional maturity. Students in 9th and 10th Grades often exhibit low emotional maturity due to a lack of control over their surroundings. A mature adult, having developed various abilities, has greater control over his environment. Therefore, it demonstrates a higher degree of emotional maturity. An emotionally mature student is capable of regulating emotional expression and of acting in accordance with accepted social values and ideals. **(Kumar & Mishra, 2016).**

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According to Crow and Crow (1962), “The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour”. (as cited in Kasundra & Singh, 2008).

Emotional Maturity among Students

Adolescence is a stage marked by intense emotional experiences—similar in depth to adult emotions but often without the stability and perspective that come with maturity. This emotional energy, while essential for growth, can also be unpredictable and, at times, challenging if not properly managed. Emotions are crucial in shaping personality and behaviour, forming the foundation of emotional well-being and interpersonal relationships. Developing emotional maturity involves the ability to regulate emotions effectively, express them appropriately, and accurately understand both personal feelings and the emotions of others. For adolescents, maintaining emotional balance can be difficult due to the inherent inconsistency and volatility of this developmental stage. Poor emotional control during this period may result in impulsive actions and emotional distress, whereas fostering emotional awareness and regulation promotes psychological stability and overall personal growth (Sharma, 2006).

Academic Achievement

Academic achievement, also referred to as academic performance, reflects educational outcomes and indicates the extent to which a student, teacher, or institution has met their educational objectives. It is often assessed through examinations or continuous evaluations. However, there is no universal consensus on the most effective measurement methods or on whether procedural knowledge (skills) or declarative knowledge (facts) should be given greater importance.

Academic achievement is one of the most significant aspects of a student’s school life, as it reflects overall performance, whether high or low. Education is a fundamental right, offering social and economic benefits, as well as opportunities for social mobility and improvement in future quality of life. The pursuit of academic success remains a common aspiration, as it is closely associated with prosperity and personal growth.

Academic achievement represents the ability to acquire knowledge and skills efficiently and effectively. As Reiger (2011) notes, “Academic achievement is important for the successful development of young people in society. Students who perform well in school are better equipped to transition into adulthood and achieve success in their careers and economic endeavours.”

According to the *Oxford Advanced Learner’s Dictionary* (2000), “achievement is something that someone has done successfully, especially with their own effort and skill” From the above definitions, it can be concluded that academic achievement is a central component of overall ‘Educational Development, ’ and its importance in a child’s life. School achievement may be taken to mean any meaningful learning observed in students. Since the notion ‘desirable’ learning involves value judgment, a particular learning outcome may or may not be regarded as an achievement depending on whether it is perceived as valuable. Achievement focuses on the development of knowledge and understanding, as well as skills.

REVIEW OF RELATED LITERATURE

A Literature review informs the investigator of all aspects of the study, including the topic, methodology, research design, sample size, data analysis, and future implications. A perfect literature review includes books, reports, journal articles, research papers, theses, online resources, and both primary and secondary data.

Studies related to Emotional Maturity and Academic Achievement

Rukmini and Ramaswamy (2021) investigated the relationship between emotional maturity and academic achievement among 400 Xth class students, out of which 200 students from Bengaluru urban and 200 from Bengaluru rural areas. The results revealed that students with higher levels of emotional maturity performed better academically. The findings further showed a significant positive correlation between emotional maturity and academic achievement. The study also indicated that specific dimensions of emotional maturity contributed substantially to predicting academic success among adolescents.

Myint and Thu (2018) investigated the emotional maturity and academic achievement of 260 boys and 340 girls of Grade 10 from eight high schools across four districts of the Bago Region of Myanmar. The results revealed that most students possessed a moderate level of emotional maturity and an average level of academic achievement. The findings further showed no significant gender differences in emotional maturity and academic achievement. A significant positive correlation between emotional maturity and academic achievement was also observed among upper secondary students.

Shanmuganathan and Chinnappan (2014) reviewed existing studies on emotional maturity and parental encouragement and their relationships with the academic achievement of 385 boys and 615 girls in higher secondary school. The findings revealed that a significant relationship exists between emotional maturity and the academic achievement of higher secondary course students.

Vyas and Gunthey (2017) conducted a study on the emotional maturity and academic achievement of 200 adolescents (100 males and 100 females) from the Jodhpur district of Rajasthan, based on gender and residential background. Findings showed a significant gender difference in both emotional maturity and academic achievement among adolescents.

Mallick et al. (2014) conducted a study on Emotional Maturity and Academic Achievement among Higher Secondary students. The finding indicated a significant difference in emotional maturity and academic achievement of boys and girls at the secondary school level. However, when comparing students of government and aided schools, no significant difference in emotional maturity was observed.

Chatterjee and Sharma (2015) conducted a study to examine the relationship between emotional maturity and academic achievement of 200 boys and 200 girls studying in the 10th grade of urban and rural schools in Gujarat, while also considering related variables such as general mental ability, social maturity, tolerance, and anxiety. The findings revealed that emotional maturity did not significantly predict academic achievement among high school students. Additionally, no significant differences in emotional maturity between male and female students or between rural and urban students were found.

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Sharma, S., and Kumar, A. (2021) reviewed studies on emotional maturity and academic achievement motivation among adolescents. They described emotional maturity as the attainment of emotional development that enables individuals to handle complex situations effectively. The study emphasised that academic achievement motivation is a driving force behind students' efforts to perform well academically and plays a central role in the school education system. The authors highlighted adolescence as a period of significant psychological and social changes that influence both academic and social life. The findings showed a strong statistical association between emotional maturity and academic achievement motivation among adolescents, indicating that emotionally mature adolescents tend to be more motivated to achieve academically.

Dutta, Chetia, and Soni (2015) investigated the emotional maturity of 1000 10th-grade students, 500 boys and 500 girls, from 32 Government and private secondary schools in Lakhimpur and Sonitpur districts of Assam. The results indicated no significant difference in emotional maturity levels by gender or school type. Secondary students of both districts, separately as well as taken together, had a similar level of emotional maturity in relation to locale.

Biswas (2015) investigated emotional maturity among 100 students from four higher secondary schools in Bongaon Town, West Bengal, representing both rural and urban areas. The findings revealed that the higher secondary students were overall emotionally mature. Additionally, no significant differences in emotional maturity were observed based on gender or location. This suggests that emotional maturity among higher secondary students may be uniformly developed regardless of demographic factors such as gender and residential background.

Surjit and Parveen (2011). A study was conducted to investigate the relationship between emotional maturity and academic achievement among 400 10th-grade students: 200 boys (100 from rural areas and 100 from urban areas) and 200 girls (100 from rural areas and 100 from urban areas). The findings revealed no significant relationship between emotional maturity and academic achievement, by gender, among rural and urban students. Boys and girls had a similar level of emotional maturity regardless of their locale.

Shafeeq and Thaqib (2015). Conducted a study to investigate the relationship between emotional maturity among 400 students (200 boys and 200 girls), from eight schools comprising four government and four private institutions in Aligarh. The findings indicated that a large proportion of students showed a high level of emotional instability. Additionally, the results demonstrated a strong positive relationship between emotional maturity and academic achievement of secondary school students.

Kumar and Mishra (2016). Conducted a review of studies to examine the relationship between emotional maturity and academic achievement in adolescent students and concluded that emotional maturity is the ability to organise, understand, and manage emotions, which helps individuals cope with complex situations. Adolescence is a transitional stage marked by significant physical and psychological changes, underscoring the importance of emotional maturity for adjustment and academic success. The results indicated a positive correlation between emotional maturity and academic achievement among adolescent students. The study highlights the role of emotional maturity in supporting academic achievement during adolescence.

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Research Gap

The above studies reveal a relationship between emotional maturity and academic achievement among secondary and higher secondary school students. While several studies report a positive correlation, others show no significant relationship, creating confusion in existing research. Differences by gender, place of residence, and school type have been observed; however, the reasons underlying these differences are not clearly articulated. Additionally, few studies have explained how specific dimensions of emotional maturity influence academic achievement, underscoring the need for updated, more focused, systematic, and context-specific research on the topic.

Objectives of the Study

The objectives of the present study are as follows:

- To determine the level of Emotional Maturity and Academic Achievement among Secondary School Students.
- To analyse the relationship between Emotional Maturity and Academic Achievement among Secondary school Students.

Hypotheses of the Study

The following Null Hypotheses have been formulated for the present study:

- **H₀₁**: There is no significant level of Emotional Maturity and Academic Achievement among Secondary school Students.
- **H₀₃**: There is no significant relationship between Emotional Maturity and Academic Achievement among Secondary school Students.

METHODOLOGY

This paper follows a qualitative methodology based on a systematic review of academic literature by focusing on synthesising existing research to examine emotional maturity, academic achievement, and related psychological factors among secondary school students. A systematic literature review approach is employed to ensure comprehensive, unbiased, and transparent selection and analysis of studies.

Relevant literature was identified using open-source academic databases, including Google Scholar, ERIC, JSTOR, ResearchGate, Academia.edu, and PsycINFO. Additional Sources include peer-reviewed journals, reports, and publications from global university networks focused on sustainability. The aim is to organise, compare, and interpret findings from various studies to draw meaningful conclusions about emotional maturity and academic achievement.

Sources of Data

The data used in this study were obtained exclusively from secondary sources, and information was gathered from a wide range of academic materials, such as

- Refereed journals.
- Scholarly research papers.
- Books and reference materials.
- Conference publications.
- Credible online academic databases and scholarly websites.
- Peer-reviewed research journals.
- Other established online repositories.

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Reputed Academic databases and journal platforms, including Google Scholar, ResearchGate, Academia.edu, ERIC, and online journal portals, were consulted to ensure the reliability and authenticity of sources.

Selection Criteria of Studies

To maintain relevance and quality, studies were selected based on the following criteria:

- Studies focusing on emotional maturity, academic achievement, or their interrelationship.
- Studies conducted among adolescents and students at the secondary or higher secondary level.
- Empirical studies, review articles, and comparative studies were considered.

Method of Analysis

The present study employs a qualitative analysis through a systematic review of relevant literature on emotional maturity and academic achievement among secondary and higher secondary students. Selected empirical and review studies were critically examined, organised, and analysed thematically to identify recurring patterns, relationships, and inconsistencies in findings. Comparative and interpretative analyses were employed to understand the influence of emotional maturity and related demographic variables on academic achievement. The synthesised results were used to draw meaningful conclusions and highlight existing research gaps for future investigation.

Educational Implications

The review studies highlight important educational implications for promoting emotional maturity alongside academic achievement for various stakeholders in the education system.

- **Teachers.** Teachers should integrate emotional and social learning in classrooms by creating supportive environments and using activities that foster self-awareness, self-control, and empathy. Teacher training programmes should include components on emotional intelligence and adolescent psychology to enable educators to effectively address students' emotional needs.
- **Schools.** Schools must prioritise emotional maturity through strong guidance and counselling services, life-skills education, and a positive school environment to support emotional well-being. A positive school environment that promotes respect, inclusion, and emotional well-being can significantly improve academic outcomes.
- **Parents.** Parents who encourage healthy emotional expression, provide emotional support, maintain open communication, and have realistic academic expectations can reduce emotional stress and enhance their child's academic engagement.
- **Educational Planners.** Educational planners should integrate emotional learning within curricula and assessment systems to create a balanced approach that supports both academic success and students' psychological well-being.

SUMMARY & CONCLUSION

The present study reviewed existing literature on emotional maturity and its relationship with academic achievement among secondary and senior secondary school students. Emotional maturity, defined as the ability to understand and regulate emotions effectively, is regarded as an important contributor not only to students' academic performance but also to their personal development. The majority of studies indicate a positive relationship between emotional maturity and academic achievement, showing that emotionally mature students

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show better concentration, motivation, emotion control, and adaptability. However, some studies yield inconsistent findings, with influences varying by factors such as gender, locality, school type, and family background. Overall, the findings highlight that fostering emotional maturity is essential for enhancing academic achievement and promoting students' long-term social, emotional, and professional well-being.

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Conflict of Interest

The author(s) declared no conflict of interest.

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