

Revisiting Emotional Maturity: Conceptual foundations, dimensions and educational implications

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ABSTRACT

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A significant component of students' holistic development that is Emotional Maturity, reflecting their ability to understand, regulate and appropriately express their emotions in any situation either good or bad. The intention of the current study is to explore the doctrine of emotional maturity including its conceptual bases, various dimensions and the factors inducing its development. This study is conceptual by its very nature and draws upon secondary sources such as books, research papers and journal articles. The study grants an in-depth consideration of the main facets of emotional maturity, encompassing personality balance, emotional stability, self-control and social flexible behaviour. It also highlights the elements that contribute to its growth such as peer groups, the school environment, the family environment and instructional strategies. Qualities such as self-control, positive social relationships and higher academic achievement in an educational setting are better demonstrated by emotionall mature students. The study also reveals how emotional maturity affects student outcomes including academic success, self-efficacy, mental health and social adjustment. Study shows emotionally mature students tackle academic obstacles with more confidence and an optimistic mindset in addition to being able to competently control and manage their emotions. These students exhibit better decision-making abilities, greater self-control and balanced behavior, which promotes progress as well as personality development. Likewise students mental health is strengthened, stress and anxiety are reduced, and the development of beneficial interpersonal relationship can be encouraged. Entered its final phase it wouldn't be incorrect to suggest that teachers, parents and the school administration should work collaborately to create an emotionally sensitive, uplifting and supportive environment that enhance emotional growth. Counseling services, emotional learning initiatives and life skills-based teaching should be implemented in schools and teachers should engage with students in an empathic manner and parents should be urged to communicate with their children in an honest and cooperative manner.

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1. INTRODUCTION:

A wide range of challenges across various situations such as academic pressure, peer pressure, identity crises and issues related to success and failure are experienced by schoolchildren. In navigating these circumstances, students rely not

only on their cognitive abilities to cope but also on a variety of psychological constructs, among which emotional maturity stands out as a particularly significant factor. The terms emotions and maturity combine to make emotional maturity.

Emotions are multistructured phenomena that consist of various component processes and include affective, cognitive, physiological and behavioral elements (Damasio, 2004). Emotions are a type of physiological and psychological response that helps a person react to any situation or event. Emotions involve many components related to their thoughts, processing, reactions and reflexes. According to Finley (1996), maturity deals with the capability of the mind to tolerate and react adequately to ambiguity situations and landscapes. Emotional Maturity refers to the capability to manage and check your emotions, to evaluate other's emotional state and to persuade their judgment and actions. It involves the capacity to respond to stimuli with appropriate emotional control, controlled behaviour and emotional stability. Emotional maturity incorporates the sophisticated management of emotional feelings enabling individuals to handle stress and challenging situations (Rukmini and Ramaswamy, 2022). Through their competent abilities, an emotionally mature student could handle an array of concerns and pressures to achieve higher goals. As a result, emotional stability led to improved academic achievement. Learning achievement has consequently been enthusiastically and significantly correlated with emotional maturity.

Towards the foundational viewpoint, Emotional maturity concerned with the related areas: how students behave in normal as well as in stressful situations, interact with others and focus on study. Higher emotional maturity levels has been linked with better conduct in the classroom, easier for social adjustment among commoners and a stronger ability to deal with academic pressure. In line with educational psychology research, emotional expertise are intimately connected to learning outcomes as they help students to stay focused, suppress their fear and engage properly in the teaching-learning process.

Despite of the increasing quantity of factual data regarding emotional maturity, quantitative and correlational research has been conducted in most literatures but the conceptual clarity and theoretical foundations of this psychological construct have yet to be addressed. So a thorough and critical research is needed here which can improvise both research and practice and help in buiding most satisfactory designs related to affective domain. The study aims to provide a more insight related to emotional maturity as an essential psychological dimension in education through the integration of existing literature and theoretical viewpoints.

2. Objectives of the study:

1. To study the concept of emotional maturity.
2. To study the dimensions of emotional maturity.
3. To analyze the factors influencing the development of emotional maturity.
4. To study the role of emotional maturity in an educational context.

3. Conceptual and Theoretical Foundations of Emotional Maturity:

Emotional maturity is an attribute of emotional conduct that is usually visible when his adolescent years are over or by near. He can attain balanced emotional behavior in his regular life once he reaches that stage where a person balances his emotional responses even in stressful or challenging situations, reacting in a measured manner rather than impulsively.

According to Crow and Crow (1962), Apart from his age, the emotioally stable person has the proficiency to vanquish stress to overlook definite emotion stimulators that impact the young and view himself objectively, as he analyzes his

assets and liabilities and strive towards an improved combination of his thought, his emotional attitude and his overt behaviour.

Jersild in Walia, J.s. (2007) describe emotional maturity as the extent to which an individual has come to understand his potential for a fulfilling life and has cultivated his capability to relish experiences, connect with others, show affection, and find joy in laughter: his capacity for sincere grief when a moment of sorrow arises, his capacity for anger when confronted with obstacles that would worsen any reasonable, understanding person, and his capacity to express fear when given the chance to do so without the need to put on a false mask of concealment, as should be believed by those who are too nervous to admit their fear.

Different researchers have attempted to understand emotional maturity in various ways. According to Rukmini and Ramaswamy (2022), Emotional maturity refers to the ability to effectively manage one's emotional responses, thereby enabling an individual to handle difficult situations in a more effective manner. In the same way Meher et al (2025) said that emotionally develop persons are resilient in the face of adversity, able to maintain perspective, and approach relationships with greater empathy and understanding. They excel at controlling their emotions, refraining from impulsive behavior, and thoughtfully considering actions rather than responding solely based on feelings.

4. Dimensions:

The multidimensional concept of emotional maturity emphasizes an individual's ability to manage their emotions, adapt to social premises and establish psychological equilibrium. Although earlier frameworks, specifically the Emotional Maturity Scale created by Y. Singh and Mahesh Bhargava, formulated emotional maturity by means of negative indicators like instability and maladjustment but these dimensions can be interpreted positively to offer a more comprehensive and constructive understanding of the construct.

Singh and Bhargava (1990) focused on the five broad aspects of emotional maturity that are mentioned below:

1. **Emotional Stability:** Maintaining a balance in one's emotional feelings regardless of the situation, whether good or bad exercising control over one's own emotions and expressing them at the right time and place. Basically it means that in any situation, instead of reacting immediately, one should respond thoughtfully. This component is essential for helping individuals confront interpersonal difficulties and academic pressures.
2. **Emotional Progression:** Ability of a person to manage your emotions in a mature and developed way over time. It means moving on from your past and focusing on the future, rather than dwelling on past events. In a simplified manner it means learning from one's mistakes and handling future situations logically, rather than remaining entangled in the past. This aspect can help students cope up from their negative experiences into opportunities for personal growth.
3. **Social Adjustment:** Adjusting oneself to others is known as social adjustment, a process in which we live in harmony with society, friends, and our environment; this fosters a spirit of cooperation, respect for others, and helps in establishing healthy relationships. Basically, it means coordinating with each other.
4. **Personality Integration:** Maintaining consistency in one's thoughts, emotions, and behavior and thereby developing a stable personality means, simply put, maintaining a calm demeanor in any situation; this clarifies your decision-making ability and enhances your self-control. Simultaneously, there should be a feeling of self-acceptance.
5. **Independence:** Not being emotionally dependent on anyone, fulfilling one's own responsibilities independently, and making decisions regarding one's own life oneself regardless of the circumstances. To put

it simply, it means believing in oneself, possessing the ability to make decisions and having minimal dependence on others.

5. Factors Influencing the Development of Emotional Maturity:

- **Family Environment**

The family environment plays a momentous function in the development of emotional maturity and forms the line of learning. The behavior and support of parents, along with the emotional climate of the home, influence a student's journey toward becoming emotionally mature.

- **Social Environment**

As humans are social, they must know how to adapt to society. Furthermore, the social environment supports the development of an individual's emotional maturity manifesting through factors such as one's relationships with friends, peer groups, and society at large.

- **School Environment**

The school is an integral part of society. A student spends the majority of their early life within the school environment. The support of teachers and the atmosphere of the classroom perform a critical role in a student's emotional maturity.

- **Individual Factors**

Personal factors including age, personality, intelligence, and character traits are observed to contribute to the development of an individual's emotional maturity.

- **Cultural Factors**

An individual becomes immersed in culture right from birth; it is through this very culture that they acquire an understanding of values, beliefs, and traditions. In one way or another, these elements prove instrumental in helping the individual attain emotional maturity.

- **Life Experiences**

Life experiences play a significant role in the development of emotional maturity. As students encounter and confront the challenges that come their way over time, these very experiences gradually aid in the growth of their emotional maturity; they learn to manage their emotions expressing them appropriately and maintaining self-control.

6. Emotional Maturity in Educational Context:

Emotional maturity In the field of education is an emerging psychological construct that plays a pivotal role in students' lives by shaping their personality and behavior. Throughout their academic journey, students encounter various situations such as academic failures, challenges, peer pressure, and the fear of missing out. To effectively cope with these issues, it is not sufficient for a student merely to be intelligent; possessing emotional maturity is equally, if not more, important. The ability to extricate oneself from such situations rather than remaining entangled in past circumstances stems directly from the capacity to control one's emotions. Students often dwell on past events, allowing them to overshadow their present reality; consequently, they struggle to regulate their emotions and, at this formative age, fall prey to anxiety and depression, which ultimately hinders their social development. In light of the aforementioned points, it can be asserted that emotional maturity constitutes a vital aspect of a student's life. Students who are emotionally mature are better equipped to easily confront the problems and situations that arise before them. Such students cultivate qualities such as self-control, self-discipline, and a sense of responsibility; they consistently feel

motivated and focused, thereby enhancing their academic potential. In all of this, a teacher plays a crucial, albeit often subtle, role. It is the educator's duty to create an environment alongside the act of teaching that enables students to understand their own emotions and to share those feelings with their peers. Research has found that education and the school environment play a significant role in fostering emotional maturity. Teachers not only impart knowledge but also serve as guides and facilitators for emotional development. Furthermore, a positive and supportive school environment is capable of encouraging the development of qualities such as cooperation, self-confidence, and empathy among students. In the modern era, stress management and mental health have emerged as critically important issues.

7. Student Outcomes:

The ultimate objective of the teaching-learning process is connected to the students' entire growth rather than just their acquisition of knowledge. 'Student Outcomes' in this context alludes to the improvements and accomplishments that show up in the behavior, academic performance, emotional equilibrium, and social relationships of the students.

➤ Academic Achievement

Emotionally mature students concentrate more completely on their studies and successfully handle academic obstacles, which raises their academic achievement (Kaur, 2013; Kumar et al., 2020).

➤ Behavioural Outcomes

Emotionally mature students are better able to display constructive behavior in their classroom through fostering the traits of self-control, discipline, and balanced behavior (Singh & Bhargava, 1990).

➤ Psychological Outcomes

Students who are emotionally mature have greater ability to manage stressful and anxious situations, which helps them safeguard their mental health (Daniel Goleman, 1995; Coleman, 1960).

➤ Decision Making

Students with emotional maturity are able to pick their own life pathways and make rational, suitable decisions by undertaking a balanced examination of conditions (Peter Salovey & John D. Mayer, 1990).

➤ Social outcomes

Students who are emotionally mature are capable of enhancing social relationships with those around them more effectively and engaging in cooperative behavior within a group (Elizabeth B. Hurlock, 2001).

8. Discussion:

From several studies, it is clear that only intelligence not play a major role in students development but also non cognitive aspects like emotional maturity frame the consecutive development of student and signifies greater academic achievement and social adjustment. Several factors are responsible in the development of Emotional maturity whether they are associated with family environment, social landscape, school environment, age, maturity and culture etc. Emotionally stable students are likely to handle academic obstacles easily (Kaur, 2013; Kumar et al., 2020), show constructive behaviour in their respective classroom that signifies self control (Singh & Bhargava, 1990) and signifies higher tendency to show defence mechanism in any stressful situation. Rational decision making ability and social conditioning are also the key features of emotional mature students (Peter Salovey & John D. Mayer, 1990).

9. Conclusion:

In conclusion, it can be stated that emotional maturity plays a pivotal role in the holistic development of students. In the modern era that is characterized by technological trends, students are often observed confronting novel challenges that hinder their development; consequently, they frequently have to grapple with issues such as anxiety and depression. Therefore, it is imperative that, as they progress through time, students undergo a comprehensive and thorough

development of emotional maturity, enabling them to effectively navigate the various challenges they encounter and adequately prepare themselves for the future. At the same time, it is also essential for teachers to be emotionally mature so that they can individually understand and get to know all the students in the classroom, and assist them in resolving their various problems. It is the responsibility of the school administration to periodically organize activities designed to raise awareness regarding emotional maturity, not only among students but also among teachers and parents as parents and teachers alike play a pivotal role in the holistic development of students.

10. Educational Implications:

10.1 Teachers

- Teachers should be polite, humble, knowledgeable, supportive, self aware and flexible in nature and should incorporate new technologies to update themselves. As the new era needs new ways to deal with modern challenges faced by students. A teacher should not harbor qualities such as bias or favoritism; rather, they should treat all their students equally.
- No student should ever feel hesitant to ask them questions or express their views; they should be able to present their ideas and thoughts to the entire class without any hesitation.
- Teachers should promote brainstorming activities, problem-solving techniques, and group discussions to foster emotional maturity among students. Simultaneously, this helps create a classroom environment that is both conducive and actively engaging.

10.2 School Administration

- The school administration should provide facilities such as guidance and counseling camps within the school to help students overcome the various challenges they face including academic pressure, stress, anxiety, and peer pressure.
- The school administration should appoint teachers who can foster emotional maturity in students; to this end, they should periodically organize in-service training programs for their teaching staff. After all, if the teachers themselves lack emotional maturity, the development of emotional maturity in the children will not be possible. Extra- curricular and sports activities should be organized in schools from time to time to foster a sense of leadership and cooperation among children, thereby enabling them to learn how to regulate their own emotions.

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