

Introduction to New Perspectives for Researchers: An Analytical Study on Emotional Maturity

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Abstract

The goal of the study is to perform a thorough literature review on emotional maturity and investigate how it relates to other factors like stress, mental health, self-esteem, and confidence. Finding research gaps that can be filled in to better understand emotional maturity is the main goal of this study. Finally, a conceptual model based on the literature review on emotional maturity has been created. The conceptual model states that three primary areas still require attention from researchers: stress, emotional maturity, and self-confidence. Since emotional maturity has a direct impact on a person's stress levels and sense of self-worth, the conceptual model highlights the significance of researching it. Self-confidence in turn affects how much stress a person experiences. As a result, addressing and enhancing an individual's emotional maturity can boost their self-confidence and lower their stress levels.

Keywords: Emotional Maturity, self-confidence, their stress levels, World Health Organization, Pan American Health Organisation.

Introduction

According to Finely (1996), maturity is the ability of the mind to tolerate and react appropriately to ambiguity, situations, and environments. In the context of business, emotional maturity is the capacity to deal with real-world situations in a practical manner. It is an ongoing process that aims to improve emotional well-being and is impacted by a person's capacity for self-control and stress management (Menninger, 1999; Cole, 1954). Therefore, emotional maturity and the capacity to regulate one's own emotions are closely related. An emotionally

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Received 22 Dec. 2024; Accepted 20 Feb. 2025. Available online: 28 Feb. 2025.

Published by SAFE. (Society for Academic Facilitation and Extension)

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mature person, according to Dosanjh (1956), has a well-balanced personality, is skilled at controlling volatile emotions, and exhibits poise and fortitude under pressure.

Furthermore, according to Jerslid (1963), emotional maturity is the degree to which a person realizes their potential for a happy life after developing the capacity to express love, form meaningful relationships, enjoy experiences, and share happiness with others. Furthermore, emotional maturity includes the ability to publicly express distress when appropriate and to accept life's setbacks without needing to put on a front of bravery. People of any age can become emotionally mature by managing stress well and ignoring some emotional triggers that affect their behavior and attitude, claim Crow and Crow (1962). According to (Geoghagen et al., 1963), emotional maturity is shown when a person's responses to situations match their stage of personal development and are appropriate for the demands of the situation. According to Singh's (1999) research, a person's emotional maturity can help identify their personality patterns. Additionally, one of the most important control variables in adolescent growth and development is emotional maturity.

Objectives

The study aims to achieve the following objectives:

Develop a comprehensive model to assess the influence of emotional maturity on organizational success.

Conduct an extensive literature review on emotional maturity.

Analyzed and comprehend various theories of emotions.

Identify gaps in the existing literature on emotional maturity.

Definitions, Differentiation, and Theories on Emotional Maturity

The term "emotion" originated in 1579 from the French word "émouvoir," which means "to stir up." It was introduced into academic discussions as a replacement for the term "passion." Some sources claim that the word's roots can be found in the earliest stages of language development. Emotion takes numerous dissimilar explanations in recent eras. It may indicate to strong emotions pointed at an individual or entity. On the other hand, it may correspondingly comprise a smaller amount simple emotions comparable frustration or fulfilment, as well as emotions that are not focused at somewhat specific object, alike nervousness and hopelessness. The degree of an individual's emotional maturity and constancy is stated to as per emotional maturity.

It comprises being able to effectively achieve and prompt one's emotions in a vigorous and fruitful technique, as well as partaking a inclusive thoughtful of and resistor over one's emotions. Emotional maturity has been clarified by a number of theories. According to one theory, the growth of the prefrontal cortex—the area of the brain tangled in intellectual and administrative—is what leads to emotional maturity. Individuals in this area cultivate more proficient at governing their emotions and display supplementary matured emotive responses. The impact of societal and ecological essentials on emotional maturity is the theme of alternative theory. It indicates that individuals are added probable to convert emotionally mature if they are elevated in loving, considerate homelands where stating one's emotions is recognized and stimulated. On the other hand, individuals who have been abandoned or have knowledgeable disturbance strength bargain it problematic to switch their emotions and produce up. All things painstaking, emotional maturity is a complex knowledge with numerous dissimilar explanations and concepts. It is crucial to one's general well-being, social relations, and own growth.

According to some theorists, emotions are unique, dependable responses to either internal or external events that have great personal significance. Emotions are transient and comprise a coordinated series of reactions, including neural, behavioral, physiological, and verbal processes. According to psychotherapist Michael C. Graham, there is a spectrum of intensity for emotions, with shame ranging from simple embarrassment to toxic shame and fear ranging from mild concern to terror. Since emotions provided practical answers to inherited and recurrent problems, they are also seen as intrinsic and the result of evolution. Moods, on the other hand, are feelings that usually show less intensity than emotions and frequently don't have a clear contextual trigger. In affective neuroscience, emotion can be differentiated from a number of related concepts. For example, emotions are represented by subjective, individual experiences, which are referred to as feelings. However, compared to emotions, moods are less intense and last longer. The more general subjects of emotion, sentiments, and moods are all included in affect. Furthermore, emotions have opposing counterparts and are influenced by both positive and negative factors. Graham divides emotions into two categories: dysfunctional and functional. He contends that each type of emotion has advantages.

Emotions are complex things. Some theories claim that they are states that cause psychological and physical changes, which then affect our behavior. Behavioral tendencies are also associated with emotions. While introverted people are more likely to hide their emotions and withdraw from social situations, extroverts are more likely to be gregarious and openly express their

feelings. Furthermore, motivation—whether positive or negative—is frequently fueled by emotion. "Positive or negative experience associated with a specific pattern of physiological activity" is another definition of emotion. Psychology, neuroscience, endocrinology, medicine, history, sociology, and even computer science has all contributed to the substantial increase in research on emotion over the last 20 years.

Evolutionary theories: Charles Darwin published his book *The Expression of the Emotions in Man and Animals* in the late 19th century, which marked the beginning of the study of emotions from an evolutionary standpoint. According to Darwin, humans have emotions that help with communication and survival.

Contemporary theories: Both basic and social emotions may have evolved to drive adaptive behaviors in our ancestral environment, according to more recent evolutionary psychology viewpoints. Current research challenges the conventional division between reason and emotion by showing that emotions play a crucial role in human planning and decision-making. The bodily appearances of emotion, such as physique language in both humans and animals, are alternative part of learning in societal sentiments.

Somatic theories: Somatic theories of emotion place more prominence on biological responses than on psychological understandings. In the 1880s, William James anticipated the first current recapitulation of these theories.

The two-factor theory was the substance for a number of theories that emphasized the part that cognitive processes like decisions, taxations, and opinions play in emotional practices.

James-Lange theory: William James contended in his 1884 article that feelings and emotions were tributary to biological spectacles. According to his theory, the observation of an "exciting fact" straight initiations a biological reply, which is then considered as an "emotion." James planned that diverse kinds of emotional practices are a outcome of incentives triggering the autonomic nervous system, foremost to emotional practices in the brain.

Two-factor theory of emotion: Schachter acknowledged the significant role of physiological reactions in emotions. According to this theory, emotions are a two-stage process involving general physiological arousal and the subsequent experience of emotion.

Cognitive theories: The two-factor theory was the foundation for a number of theories that highlighted the part that cognitive processes like judgments, assessments, and thoughts play in emotional experiences.

Lazarus' theory has a big impact on how we understand how emotions work. Lazarus asserts that emotions follow a particular order. The first is cognitive appraisal, in which the person assesses the situation and elicits the feeling. Physiological alterations ensue, as the cognitive response triggers biological reactions such as elevated heart rate. Ultimately, the person feels the emotion and decides how to react. Lazarus highlights how cognitive processes control the nature and strength of emotions. By changing how a person interacts with their surroundings, these processes influence coping mechanisms and emotional responses.

Prominent philosopher Robert C. Solomon makes the case that emotions are judgments and concurs with Lazarus' theory. The "standard objection" to cognitive theories is addressed in a nuanced manner by Solomon. This argument casts doubt on the idea that judgment and emotion are synonymous, arguing that a judgment that something is frightening can be made with or without emotion. Lazarus' theory is further supported by Nico Frijda's contention that action tendencies are a direct result of appraisal. Emotions are also frequently utilized as short cuts to process information and affect behavior. This process involves gut instincts, emotions, and affect heuristics. Joseph Forgas created the affect infusion model (AIM), which provides a theoretical framework for understanding how mood and emotions interact with cognitive capacities.

Furthermore, according to the genetics theory, emotions are a major factor in driving interpersonal relationships and social interactions. Basic physiology, especially the stress systems, are closely related to emotions. This relationship is important because emotions are linked to the oxytocin-attachment system and the anti-stress complex, both of which are necessary for bonding. Both in humans and other species, emotional phenotype temperaments influence social connectedness and fitness in intricate social systems.

The Conceptual Framework of Emotional Maturity

In this section, the conceptual aspects of emotional maturity are examined in the research paper. It explores the many studies that have been done by researchers in order to obtain a thorough grasp of emotional maturity and how it relates to various factors like attitude, social adjustments, stress, self-confidence, mental health, intelligence, and self-esteem.

Dhull and Singh (2014) looked at the connection between mental health, self-esteem, and emotional maturity in their study. Senior secondary school pupils were the study's primary focus. The consequences displayed that emotional maturity and self-esteem were completely and significantly associated. A positive and significant correlation between mental health and emotional maturity was similarly exposed by the study.

Moreover, other researchers have correspondingly premeditated the relationship between emotional maturity and self, including Dagenais (1981) and Sherman (1994). The investigators originate a relationship among physical modification, intellectual behaviour, and emotional maturity and self-esteem. Bodwain (1962), Brookover et al. (1964), and Thakur (2002) all showed extra study that observed at the connection among emotional maturity and welfare. According to these studies, which focused on college-aged kids, self-assured kids who trust in their skills typically do well in school. According to the investigators' conclusions, youngsters' mental health and emotional maturity are positively and significantly correlated. Additionally, Mukherjee's (2000) study discovered that emotionally mature individuals are mentally healthy and well-adjusted.

Emotional Maturity and Social Adjustment

A study into the relationship between social adjustment and emotional maturity was supported out by (Zuhra and Tariq, 2013). One hundred students from two universities in Lahore, Pakistan, were the sample for the study. The investigators derived to the conclusion that social adjustment and emotional maturity are positively correlated based on their data analysis. It also exposed that respondents' emotional maturity and social adjustment were unaffected by gender differences. In a diverse study, Kanwal and Rafique (2013) pursued to comparison the sense of humor, social skills, and emotional maturity of kids living with their parents and kids living in orphanages. 70 kids between the ages of 12 and 18 made up the study's sample. The outcomes exposed those children in orphanages and children living with their parents varied significantly in terms of emotional maturity. Associated to children in orphanages, children alive with their parents established superior stages of social competence and emotional maturity. Moreover, the study revealed no variance in the sense of humor between kids living with their parents and kids in orphanages. Furthermore, the study displayed that social competence and emotional maturity were positively correlated, but neither social competence nor emotional maturity variables were significantly correlated with sense of humor.

Emotional Maturity and Teaching Attitude

A study by Kaur and Nirmaljit (1982) investigated the relationship between teacher-trainees' emotional maturity and teaching attitude. According to the study's findings, teaching attitudes and emotional maturity are significantly and favorably correlated. A positive attitude toward child care is positively correlated with emotional maturity, according to research by Larsen and Juhasz (1985). Additionally, it was discovered that knowledge of child development was associated with a positive attitude toward child care. In his research, (John, T., 2004) came to the conclusion that attitude and emotional maturity are related. The study also showed how children's complex behavior and unsocial nature can be influenced by their emotional immaturity. The effect of attitudes toward violence and non-violence on emotional maturity was assessed in a different study on college students by Kaur (1995). The researcher found that college students' emotional maturity is influenced by their attitudes and vice versa.

Emotional Maturity and Intelligence

In a study published in 1984, Arya examined the relationship between intelligence and emotional maturity. The study also sought to investigate how the emotional maturity of superior children varied according to their gender, age, and residence. 300 participants made up the sample size for this study, 150 of whom were girls and 150 of whom were boys. The study's conclusions showed a robust correlation between emotional maturity and intelligence. According to the study, superior children's emotional maturity varied according to their gender and whether they lived in an urban or rural area. When it comes to gifted children's emotional maturity, age has been found to have little bearing.

In 1984, Kaur and Sarabjit conducted a study to look into how graduate-level students' academic performance was affected by their emotional and intellectual maturity. According to the study's findings, graduate-level students' emotional and intellectual development differed depending on the academic fields they selected, such as science and the arts. Darwin and Nelson studied the connection between emotional maturity and emotional intelligence in 2005. The study found that children's emotional maturity in later life was influenced by their early childhood education level. According to Ronald E. McNairs' 2004 research, children's emotional maturity and effective learning are closely related.

According to the study, emotional maturity and students' dedication and commitment are essential for promoting successful learning. Landau carried out a study in 1998 to investigate the relationship between emotional maturity and intelligence. The results indicated that the degree of emotional maturity of a child has a significant impact on their IQ. Anju's 2000 study

found that emotional maturity and intelligence were strongly correlated. Additionally, the study found that emotional maturity is a determinant of intelligence.

Emotional Maturity and Environment

According to a study by Landry and Darroch (2002), environmental factors have an impact on a child's emotional maturity. A study by Nanda P. and Chawla (2010) concentrated on how age and family type affected the emotional maturity of adolescent girls in urban areas. Remarkably, the study found that these girls' emotional maturity was unaffected by their age. It did discover, though, that their emotional maturity was greatly impacted by the kind of family they were a part of. In a similar vein, Kaur (2000) discovered that a number of environmental factors are closely linked to emotional maturity. Students' emotional maturity is influenced by a number of factors, including their psychological environment, school type, and residential area. In his research, Judith (2000) came to the conclusion that adolescents' emotional maturity is influenced by well-differentiated family systems. Emotional maturity is typically higher among those from well-differentiated family systems. Chaudhary and Bajaj (1993) compared the emotional maturity of teenagers living at home with those living in orphanages. The study discovered that while adolescents in orphanages exhibited lower levels of emotional maturity, those who lived at home with their parents exhibited higher levels. In order to assess the emotional maturity of college students who were either hostellers or non-hostellers, Mishra (1987) also carried out a comparative analysis. Compared to non-hostellers, the study found that hostellers exhibited greater emotional maturity.

Emotional Maturity and Academic Stress

(Rosa, M.C. and Preethi, C.) investigated the relationship between high school students' academic stress and emotional maturity. Students with working and non-working mothers were the study's primary focus. The study involved 240 students in total. The academic stress scale was employed by the researchers to gauge the students' degree of academic stress, and the emotional maturity scale was used to gauge their emotional development. According to the results, students whose mothers worked demonstrated greater emotional maturity than students whose mothers did not work. But the study also showed that academic stress and emotional maturity did not significantly correlate.

Ansari, M., examined the impact of emotional maturity on college students' stress levels in a different study. A sample size of 150 respondents, ages 18 to 20, participated in the study. The

findings showed that college students' stress levels were considerably influenced by their emotional maturity.

Gender Disparities and Emotional Maturity

A study by Singh et al. (2013) compared and evaluated the social and emotional growth of class XI students according to their gender. Using a self-created questionnaire, the researchers collected information from 277 students to ascertain their sociodemographic traits. Rao's Social Maturity Scale was used to measure social maturity, and the Emotional Maturity Scale was used to measure emotional maturity. According to the study, social and emotional maturity are positively and significantly correlated. Additionally, there were no discernible differences in the social and emotional maturity of male and female students, according to the study.

There was no discernible difference between the emotional maturity scores of male and female students, according to another study by Kaur (2001). Similar findings were made by Subbarayan and Visvanathan (2011), who studied college students and discovered that while emotional maturity was extremely unstable among them, gender differences had no effect on it. In a study on teenagers, Shilpa.S (2013) discovered that differences in gender did not affect emotional maturity.

Summary of the Findings:

Here are the key findings from the study:

1. The self-esteem variable is positively correlated with emotional maturity.
2. Emotional maturity significantly impacts an individual's mental well-being.
3. Intelligent individuals tend to exhibit emotional maturity.
4. Environmental factors play a significant role in shaping an individual's emotional maturity.
5. Emotionally mature individuals excel in making social adjustments.
6. Attitude and emotional maturity are closely intertwined, with emotional maturity influencing one's attitude.
7. Emotionally mature individuals are better equipped to effectively manage stress.

8. Emotionally mature individuals display higher levels of self-confidence.
9. Gender does not have an impact on an individual's emotional maturity.

Conclusions

The researcher has found several gaps in the literature review on emotional maturity that need to be filled after carefully reviewing it. These gaps provide useful avenues for further investigation. The main conclusions show that most research has concentrated on school and undergraduate students, ignoring postgraduate students when examining emotional maturity. Additionally, there is a dearth of research that particularly examines how emotional maturity affects various student populations, like management or engineering students. Furthermore, there is a dearth of research on the relationship between emotional maturity and stress, as well as between emotional maturity and self-assurance.

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