



A Study of Emotional Maturity and Study Habits

Dr. Poonam Singh, Principal

MDS college of education Kosli, Rewari

Abstract

According to relationship expert Chautè Thompson, emotional maturity is a person's capacity to recognise their feelings, manage and process those feelings, and successfully express those feelings with an open mind to other views. With this in mind, it is crucial to recognise that emotional maturity has two components. The first step is figuring out what's really going on with your emotions and what's driving them. It's important to be able to express how you're feeling without blaming or criticising your spouse. “Emotional maturity”, therefore, is really a reflection of one's ability to ponder and converse with a companion. A successful relationship relies on the presence of these elements.

Kew Words: Education, Emotional, Maturity, Study Habit, Academic Achievement Students etc.

Introduction

Education is mankind's greatest invention. Without education, humans would still be trapped in the state of animal existence. Education has done away with education and made mankind into 'leg-less beasts.' When seen from different perspectives, education looks to be of a different colour. Society is dependent on it. School does not start the education process; education is a lifetime pursuit. The notion of education is in a constant state of flux. Over time, it has gone through several stages of growth, each of which features distinct meanings according to societal contexts.

Children are a country's future citizens. Children are the country's most valuable resource. In order to integrate into society, children must adhere to specific behavioural standards. These criteria differ slightly from one culture to the next and from one society to the next. They are the primary regulators that direct a child's social and antisocial conduct. One of the most crucial stages of life is adolescence. It is a time when adolescent is confronted with a variety of issues. Family has a vital part in adolescent personality development as well. The adolescent period is characterised with significant variations in mood, which are commonly referred to as “mood swings. Adolescent cognitive, emotional, and attitudinal changes” are common throughout this time, which can lead to conflict, tension, and sadness on the one hand, and “positive personality development on the other.” For adolescents, effective guidance throughout this vital phase of life was necessary to strengthen their positive self-concept and knowledge and abilities in decision-making and conflict resolution, as well as their ability to control their emotions. When it comes to one's personality formation, this is the most significant moment in one's life, according to researchers.

Emotional Maturity:

Emotions are a key part of each person's existence. Leading a functional life requires one to have above-average emotional maturity. Although it is also true that our conduct is impacted by the “emotional maturity level” that we possess, it is equally important to realise that it occurs in a second. Adolescents who are reported to be exceptionally emotional are of particular



importance. In light of this, it is anticipated that the consequences of emotional maturity in teenagers will be investigated to learn about their influence on stress and self-confidence.

Emotional Maturity and Study Habits

Not all of those who fail academically have limited cognitive power. Study habits can have a negative impact on academic success even among those who are inherently brilliant. Habits truly show the uniqueness of an individual. So Study habits are an individual's conduct linked to studying, which is then evaluated according to that individual's study habits. Researchers view the frequent exercise routines that learners employ to develop their abilities as part of a learner's study habits. Students' study habits may be described as their habits whilst doing their studies. Personality traits are revealed in a student's study habits. An important characteristic of learner's learning style is their study habits. To put it another way, good study habits are the means through which we acquire new knowledge and skills. It may be seen as a method of education as well as a final objective.

Effect of Emotional Maturity on the Study Habit and Academic Achievement of Students

Education is a dynamic process. It has continued to diversify and increase its reach from the beginning of human history. In order to show its own socio-cultural nature and to confront the difficulties of the moment, each country establishes its unique education system. People are an important natural resource. It must be appreciated, encouraged and carefully cultivated. In all phases of its development, education has played a important role in shaping the fate of society. More importantly, education creates human capability at many economic levels. The substratum for R&D is also the ultimate guarantee of national autonomy. Education is to be considered primarily as a unique investment in the present and future. "The world is becoming competitive. Quality of performance has become" the cornerstone of personal development. Parents want their children to rise as high as possible on the performance ladder. This desire to achieve a high level put considerable pressure on students, teachers and schools as well as on the system of education itself. This system of education defines success by academic accomplishment, or how effectively a student fulfils the needs of the local government and the institution. Parents, legislators and government authorities have drawn the attention of increased competitiveness for employment in the workplace. In the past, the academic progress was often measured more by teacher observations, and the summation now or quantitative way to measure "how well a child is done." The world is rapidly changing and current culture encourages everybody to succeed.

Review of literature

Dr. Jitender & Mona (2015) studied "*Emotional maturity and anxiety among college students in relation to demographic variables: a study*" and found that Emotional maturity and anxiety among college students will be examined in connection to demographic characteristics such as gender, location, and academic stream in this research. A total of 150 students, 75 male and 75 female, were picked at random from Rohtak's different institutes of education. In order to collect data on Emotional Maturity and Anxiety, Singh and Bhargava's Emotional Maturity Scale and Sinha's Comprehensive Anxiety Scale were employed.

Raj, S. J. M., & Rajeshwari, R. R.(2015) compared "*Opening of New Insights for the Researchers: A Descriptive Study on Emotional Maturity*" and found that Detail study of the



review of literature on emotional maturity, the researcher is able to find the gaps. These gaps are the direction for future research. The major findings are most of the researches are focused on school students or undergraduate students, researchers have not considered the postgraduate students for the study of emotional maturity. Researchers are not available where the students from particular stream have been taken for the study such as, engineering students, management students etc.

Aysha Begum (2015) studied "*Emotional Maturity: Intelligence and Academic Streams*" Emotional intelligence is defined as the capacity to recognise, express, and regulate one's own feelings. This capacity to recognise and comprehend one's own emotions equips the person with the ability to recognise and understand the emotions of others. As people become older, they are confronted with a slew of demands from their parents, instructors, and peers. They are expected to improve in their academics while also engaging in social events, as well as in sports. The 'pressure' of achieving a high academic ranking may cause their emotions to become erratic. The emotional intelligence and emotional maturity of a student may have an impact on his or her academic performance. Attempts are being made in this study to analyse the emotional intelligence and emotional maturity of college students in Sikkim, and further, to examine the link between these two variables and the academic accomplishment of students in the state.

“Gunasekar, N., & Pugalenthi, N. (2015) studied *a study on emotional maturity and academic achievement of students at secondary level*” and found that and discovered that "The present study explored to what extent the Emotional Maturity and Academic Achievement of Students at Secondary Level are related to one another." The survey research approach was used in this investigation. Proposante simple random selection approach was used in the current research to choose a sample of 100 kids (50 males and 50 girls) for the investigation. During the data gathering process, the investigator employed an emotional maturity scale that he established in 2015. Furthermore, for academic performance, students' marks gained in the Xth class of the State board, assisted, and Matriculation board are used to evaluate their progress and progress of the pupils.

Dayanand (2016) discussed "*A comparative study of an emotional maturity of undergraduate & postgraduate students*" In their research, they discovered that Emotional Maturity is a natural and unavoidable by-product of students' growth and development. Individuals' emotional maturity becomes more crucial in their decision-making. It is critical that children develop a value pattern that reflects emotional maturity since they are the pillars of the future generations. As a result, the current research will examine the Emotional Maturity of undergraduate and postgraduate students in the art stream. This was an empirical study with a sample of 100 students studying in four colleges from Rewari, Haryana, who belonged to the undergraduate art stream and the postgraduate art stream. The colleges were chosen at random from the undergraduate and postgraduate art streams. The descriptive survey approach was used to conduct the research for this study. The 't' test was used to determine the significance of the difference between the two means.



Kumar, R. A., & Kiran (2017) studied "*Emotional Maturity: A Study of Secondary School Teachers*" and observed that The purpose of the current research was to investigate the efficacy of school instructors who had varying degrees of emotional maturity in their classroom. A random sample of 300 teachers (150 males and 150 females) from urban and rural secondary schools in two districts in Haryana was chosen to reflect a representative sample of the state's instructors. The Teaching Effectiveness Scale developed by Kumar and Mutha (1974) and the Emotional Maturity Scale developed by Singh and Bhargava (2012) were used to assess the teaching effectiveness and emotional maturity of secondary school teachers in this study. According to the findings of the research, a statistically significant difference was identified between the teaching efficacy of secondary school male instructors who were either very emotionally mature or extremely emotionally immature.

Conclusion

“Emotional maturity” is not only an important predictor of personality, but it also aids in the control of teenage development. The term "mature" emotional behaviour refers to behaviour that displays the results of proper emotional development at any level. Even if a person is able to regulate his emotions, break down barriers, and suffer without self-pity, he or she may nevertheless be emotionally startled and childlike. An adequate conception of emotional maturity must consider the whole range of an individual's personality, capacity, and ability to enjoy the application of those powers. Multi-trait non-cognitive psychological concept, which includes emotional maturity, is one of the most essential components of personality that characterises the present study's Non-cognitive psychological concept. When a person reaches emotional maturity, he or she seeks to achieve greater emotional well-being on both an intrapsychic and intrapersonal level. In any field of life, emotional maturity or stability could be a deciding element.

References

1. Gunasekar, N., & Pugalenti, N. (2015). a Study on Emotional Maturity and Academic Achievement of Students At Secondary Level. Shanlax International Journal of Education, 7(1), 1–4.
2. International, B., & Of, J. (2015). Emotional Maturity And Anxiety Among College Students In Relation To Demographic Variables: A Study *Dr. Jitender & **Mona. 4(Ii), 8–20.
3. Kumar, R. A., & Kiran. (2017). Emotional Maturity: A Study of Secondary School Teachers. Educational Quest- An International Journal of Education and Applied Social Sciences, 8(3), 525. <https://doi.org/10.5958/2230-7311.2017.00102.7>
4. Professor-ii, A., & Dayanand, M. (2016). A comparative study of an emotional maturity of undergraduate & postgraduate students. 2(2008), 359–361.
5. Raj, S. J. M., & Rajeshwari, R. R. (2015). Opening of new insights for the researchers: A descriptive study on emotional maturity. International Journal of Exclusive Management Research, 5(11), 1–12.
6. SHARMA, R. (2017). Emotional Intelligence , Social Intelligence and Achievement Motivation of Arts and Science Students. 5, 5–8.



7. Amit Chaturvedi & Reena Kumari (2012), “Role of Emotional Maturity and Emotional Intelligence in Learning and Achievement in School Context”. Shaikshik Parisamvad (An International Journal of Education) | 1 SPIJE, ISSN 2231 – 2323 (Print), 2231 – 2404 (Online) Vol.2, No.2, July 2012, pp 1 – 4.
8. Puar, Sujit Singh (2012), “Role of Social Maturity and Academic Achievement of High School Students”. International Journal of Education and Psychological Research (IJEPR), ISSNn 2279-0179, Vol.1, Issue 1, pp.6-11.
9. Dr.G.Arumugam (2014), “A Study on Academic Achievement and Emotional Maturity of B.Ed. Trainees in Cuddalore District”. International Journal of Modern Research and Reviews, ISSN: 2347 – 8314, Volume 2, Issue 11, pp 497-500, November, 2014.
10. Malliick Rinku, Singh Archana, Chaturvedi Poonam & Kumar Narendra (2014), “A Study on Higher Secondary Students Emotional Maturity and Achievement”. International Journal of Research & Development in Technology and Management Science Kalish, ISBN-978-1-63102-445-0, Vol-21, Issue-1.
11. V.Shanmuganathan & K.Chinnappan (2014), “A Study of the Problems of Adolescents of Higher Secondary Course in Relation to Academic Achievement and Some Selected Psychological Variables”. International Educational E-Journal, {Quarterly}, ISSN 2277- 2456, Volume-III, Issue-II, Apr-May-June 2014
12. Nikhat Yasmin Shafeeq & Afeefa Thaqib (2015), “Comparative Study of Emotional Maturity of Secondary School Students in Relation to Academic Achievement”. The International Journal of Social Sciences and Humanities Invention Volume 2 issue 06 2015 page no.1437-1444 ISSN: 2349-2031.
13. Kaur M. (2001). “A Study of Emotional Maturity of Adolescents in Relation to Intelligence, Academic Achievement and Environment Catalysts”. Ph.D. Thesis, P.U.Chandigarh.
14. Gakhar, S.C. (2003). “A study of Emotional Maturity of student at secondary stage, selfconcept and academic achievement”. Paper published in Journal of Indian Education. Vol.XXIX, No.3, New Delhi: NCERT. Pp 100-106.
15. vikrant, Upadhyay & S.K. Upadgyay (2004), A study of emotional stability and academic achievement of boys and girls at secondary level|| Indian journal of education research vol 23, No.2, July- December 2004 Page – 41 Education Department University of Allahabad.