



**Impact of Emotional Maturity and Mental Health on Academic Success
Among High School Students**

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Abstract

This study investigates the impact of emotional maturity and mental health on the academic success of high school students. Emotional maturity, encompassing the ability to manage emotions and maintain positive relationships, is essential for navigating the challenges of academic life. Similarly, mental health significantly influences students' focus, motivation, and resilience. The research examines how these factors interact to shape students' academic trajectories, highlighting the adverse effects of poor emotional regulation and untreated mental health issues on performance and attendance. Utilizing a mixed-methods approach, the study analyzes quantitative data from surveys and academic records alongside qualitative insights from interviews. The findings underscore the critical role of emotional and mental well-being in fostering academic success and emphasize the need for schools to prioritize emotional intelligence training and mental health support. By offering actionable recommendations, this research aims to inform policies and practices that promote holistic student development and academic excellence.

Keywords: Emotional Maturity, Mental Health, Academic Success, High School Students

Introduction

Emotional maturity and mental health are two of the many pivotal determinants of an academic success of high school students. The foundation to students excelling academically is emotional maturity which is the ability to manage emotions in a way that works well, navigate in interpersonal relationships and surmount challenges constructively. Along with this is mental health — it is important and its role in shaping students' focus, motivation and resilience is critical. As an emotional roller coaster, adolescence is also a time when young people are at



higher risk of mental health problems like anxiety, depression and stress, which can all affect their ability to learn. High school presents highly demanding conditions, in which the students need to balance schoolwork, social life and individual ambitions; therefore, it is all the more important to take the interaction of these two aspects into account. Studies reveal that students with low emotional intelligence and mentally unstable health can cope with academic pressure little worse than those with a high emotional intelligence and stable mental health, and can adjust to different approaches of teaching and avoid distractions to concentrate. However, poor emotional regulation, and untreated mental health problems, can result in an increase in absenteeism and a decrease in motivation and results. The purpose of this study is to uncover the complicated connection between emotional maturity, mental health, and academic success, getting to the bottom of how these things play into each other. The research investigates the role emotional and mental well-being plays in determining student's academic trajectories in order to help educators, parents, and policy makers to guide students develop holistically. In addition, the results will be part of an ever-increasing argument for the need to incorporate emotional intelligence training and provide mental health support from school curriculums as constituent pillars to academic and personal success.

Purpose of the Study

This study aims to identify the relationship of emotional maturing, mental health and academic success among high school students. This is an important developmental stage when individuals are dealing with many emotional, social, and academic challenges. Emotional maturity characterized by ability to control, manage and respond well to interpersonal relationships, stressful situations etc. It is essential in their success academically. Also, mental health affects your ability to concentrate, motivate you and handle school pressure. The objective of the research is to determine the extent of which emotional and mental wellbeing impacts academic performance and attendance as well as general engagement in school related activities by students. The research examines these interconnections to shed light on how far emotional maturity and mental health are important to academic outcomes and which areas need most attention. The second purpose involves making sense of what educators, parents, and policymakers can do to develop purposeful interventions like interventions with emotional intelligence training programs, mental health programs and the safe and secure school environment to further the academic and personal growth of the students. Moreover, the study



intends to fill existing gaps in research by providing a clear picture of how these factors act in the high school context. Specifically, the results are intended to inform the development of policies and practices that facilitate students' holistic development, with the goal that students evolve into individuals who, not only possess the academic skills, but also have the emotional and mental resilience for lifelong success.

Influence of Mental Health on Learning Outcomes

In essence, the mental health of the first year high school students determines the learning outcomes for the students since their cognitive capacities, emotional and social capacities are altered. The typical students will most probably have stable mental health which helps them focus more on their studies, motivate them and be resilient to academic challenges. Conversely, mental health issues like anxiety, depression, and chronic stress can sabotage students' ability to focus, to process and hold knowledge, so they actually do worse academically. For some, these challenges present themselves in absenteeism, disengagement from classroom activities and falling grades, beginning a cycle that make mental struggles even worse. Moreover, mental health problems impede students' social relations, which in turn blocks students from working with their peers and seeking assistance from their teachers, both regarded as cornerstones in the experience of learning. Mental health disorders interfere with brain functions associated with learning and memory, both of which contribute to a person's overall development and classification next stage. Mental health influences self-esteem and self-efficacy which are vital in students' overall development and willingness to do excellent work in academics. This demonstrates the need to have mental health support integrated into school systems with services like counseling, stress management, and campaigns. The proactive approach to tackling mental health issues by educators and policymakers will ensure learning environments that aren't just academically ready, but emotionally and psychologically ready for students to realize their maximum potential and grow holistically to lifelong learning.

Literature Review

Pradhan, K. (2023). Higher secondary school students' emotional maturity is the vital factor which affects their all-round development, their academic performance, social interactions and their mental stress level. This study aimed at evaluating the level of emotional maturity among this demographic, focusing on a gradual development of student's emotional regulation and



reaction to stress as well as towards interpersonal relationships during the most important adolescence years. It emphasizes self-regulation, empathy and resilience as the parts of emotional maturity. Having emotional maturity helps students get better academic results, it helps them handle their stress levels better, stay focused where the situation is challenging and become able to make their minds up. Mental maturity has a huge role to play in exhibiting positive social behavior, reduction of conflict and, establishing high quality peer relationships that are vital during teenage years. However, a failure to develop emotional maturity results in negative emotional responses, impulsivity, and academic problems. The study claims that schools need to implement training in emotional intelligence focusing on needs and provide mental health support for emotional growth of the students for their emotional growth as well as their increased personal as well as academic success. This method promotes an equilibrium for students to grow in a healthy and constructive environment during their higher secondary education.

Noor, A., et al (2023). A comparative analysis of emotional maturity and academic performance among secondary school students underscores the crucial relationship between emotional development and academic success. Students with higher levels of emotional maturity—characterized by self-awareness, emotional regulation, resilience, and empathy—tend to demonstrate stronger academic performance. These students are better able to manage stress, maintain focus during study sessions, and adapt to the challenges of a rigorous academic environment. In contrast, students with lower emotional maturity may struggle with emotional regulation, leading to anxiety, impulsivity, and difficulties in concentration, which ultimately hinder their academic achievements. The analysis highlights that emotionally mature students are more likely to persist through academic difficulties, engage effectively with teachers and peers, and exhibit greater self-discipline. This connection is particularly important in secondary education, where students face increasing academic pressure and life changes.

Rafaqi, M. Z. H., et al (2019). The effect of emotional maturity on study habits and academic achievement among secondary school students is profound, as emotional maturity significantly influences both learning behaviors and academic success. Students with higher emotional maturity are more adept at managing stress, staying motivated, and regulating their emotions in response to academic challenges, allowing them to develop effective study habits. These students are generally more disciplined in their study routines, able to focus for extended periods, and tend to approach learning with a positive mindset, all of which are essential for



academic achievement. Emotionally mature students are better equipped to handle setbacks, such as poor grades or difficult subjects, by using problem-solving strategies rather than becoming discouraged.

Bhagat, V., et al (2017). Academic performance of medical students, participants of a highly demanding and stressful educational process, is largely dependent on their emotional maturity. And staying focused on, and persevering with, medical studies depend largely on emotional maturity which comprises self-awareness, emotional regulation, resilience and the ability to cope during difficult times. Highly emotional matured medical students are better prepared with the rigors of coursework and clinical responsibilities as they can manage academic demands, maintain motivation for long periods and balance both the coursework and clinical responsibilities. In addition, these students are more likely to constructively approach setbacks, learn from failures, and maintain relationships that are healthy both inside and outside of the collaborative learning and patient care context. On the other hand, if you don't have much emotional maturity, your stress and anxiety will increase, along with your burnout, which will negatively impact your concentration, decision making and overall performance. Emotional intelligence could be promoted through mentoring programs, counseling services and resilience building programs in medical colleges to empower students to develop the emotional skills to succeed academically and professionally.

Datta, J., et al (2016). Four pivotal factors that have contribution in the holistic development of secondary school students in Assam are academic achievement, emotional maturity, and intelligence. The extent of a student's learning is a function of their learning ability, their emotional regulation, and the environment in which they learn. Making students emotionally matured is important as it directs them along the lines of being competent in emotional administration, being able to adjust with problems and remain cool in other situations, which in these turns are the foundations of academic success. This allows them to deal with peer pressure, exam stress and interpersonal conflicts this develops a balanced approach towards learning and personal growth. Academic results are by and large reliant upon intelligence, referring to two distinct: practical and cognitive, components of intelligence, which helps in critical thinking, problem solving, and comprehension. In the case of the students in Assam, this is further shaped by regional and cultural influences, as well as, to a large extent, by their access to resources and support systems. Including life skills programs, emotional intelligence



training and cognitive development activities, can increase emotional maturity and intelligence, by uplifting academic performance.

Kumar, M., & Mishra, R. (2016). Among adolescent students, emotional maturity has an important role in academic achievement because of its effects on their ability to succeed in both environmental and social academic challenges. Research has consistently found that emotionally mature adolescents handle stress better, regulate their emotions better, solve problems better and perform academically better. Developing emotional maturity allows students to deal with the strains of exam pressure, peer relationship and other personal issues, being more resilient and positive about learning. Students who are emotionally mature will engage in more constructive behaviors, set realistic goals, and get and stay motivated which ultimately leads to continued academic success. However, adolescents who have low emotional maturity may find themselves haunted by anxiety, frustration, and impulsivity that slows down their learning. Results of a review of relevant studies showed that increasing emotional intelligence by means of targeted interventions, such as emotional regulation training and mindfulness practices, could also have a positive impact on academic performance. The schools that grow students emotionally and intellectually simultaneously help to facilitate both personal and academic success preparing students for the day when they will need to triumph both academically and professionally.

Gunasekar, N., & Pugalenthi, N. (2015). A study on the emotional maturity and academic achievement of students at the secondary level highlights the significant role emotional maturity plays in shaping academic outcomes. Emotional maturity, characterized by the ability to manage emotions, cope with stress, and adapt to changing circumstances, positively influences how students approach their studies and handle academic pressures. Secondary school students who demonstrate high emotional maturity are better equipped to stay focused, manage their time effectively, and maintain perseverance, even in the face of setbacks. They are more likely to build positive relationships with peers and teachers, creating a supportive environment that fosters academic success. In contrast, students with lower emotional maturity may struggle with emotional regulation, leading to stress, anxiety, and disruptions in their academic performance.

AGGARWAL, S. (2013). A study examining the academic achievement of high school students in relation to emotional intelligence, emotional maturity, and self-confidence reveals the strong connection between these psychological factors and academic performance.



Emotional intelligence, which encompasses the ability to recognize, understand, and manage one's emotions as well as those of others, significantly impacts students' ability to handle academic stress, engage in constructive relationships with peers and teachers, and approach learning with resilience. Emotional maturity, which involves emotional regulation, adaptability, and self-awareness, enhances a student's capacity to cope with challenges, manage setbacks, and sustain motivation throughout their educational journey. Self-confidence, on the other hand, is crucial for academic success as it influences students' belief in their abilities and encourages them to take initiative, participate actively in class, and persevere despite difficulties. The study emphasizes that students who are emotionally intelligent, mature, and confident tend to excel academically as they can effectively manage stress, set realistic goals, and stay motivated. Integrating emotional intelligence and self-confidence training in educational curricula could foster a more holistic approach, leading to improved academic outcomes and personal development.

Interrelationship between Emotional Maturity and Mental Health

Emotional maturity and mental health are very closely connected, with one needing the other in order to better develop. There is also the emotional maturity, meaning the ability to control emotions, respond to challenges positively and create wholesome interpersonal relations. Those who possess higher emotional maturity tend to be in a better position to deal with stressors and change, and thus manage a better ability to cope with potentially negative situations, reducing one's chances of developing a form of mental health issue like anxiety and depression. Vice versa, mental health issues get in the way of emotional maturity in terms of how one can manage emotions, interact with others in a meaningful sense, and hold that big picture view in stressful situations. Adolescence is a time of peak emotional and psychological growth for high school students, so this up and down relationship is especially apparent for them. Emotional maturity offers the foothold of resiliency to face mental health challenges whilst positive mental health creates a safe environment to practice and refine emotional regulation skills. Without either, you can find yourself in a negative feedback loop where poor emotional maturity feeds into poor mental health and vice versa. Knowing this relationship is what teachers and caretakers need to know when supporting adolescents. To break this cycle, strategies like teaching emotional intelligence, offering mental health resources, and creating supportive environments can help students reach a balance that is good for both personal as



well as academic success. The need to focus on emotional as well as mental dimensions of development is underscored by the very dynamic of this process.

Emotional Intelligence Training for High School Students

Emotional intelligence (EI) training for high school students is an essential strategy for fostering emotional maturity, enhancing mental health, and improving academic outcomes. Emotional intelligence encompasses skills such as self-awareness, emotional regulation, empathy, social skills, and effective communication, all of which are crucial for navigating the challenges of adolescence and academic life. Implementing EI training in schools equips students with the tools to understand and manage their emotions, reduce stress, and build positive relationships with peers and teachers. These skills not only improve their mental well-being but also contribute to better focus, decision-making, and problem-solving abilities, leading to higher academic performance. EI training programs can include various components, such as mindfulness exercises, role-playing scenarios to practice conflict resolution, and workshops on recognizing and articulating emotions. Group activities that foster collaboration and empathy are particularly effective in creating a supportive learning environment. These programs can be integrated into existing curricula or delivered through dedicated sessions facilitated by trained educators or counselors. Research demonstrates that students with higher emotional intelligence are more resilient to stress and better equipped to handle academic pressures, reducing the likelihood of burnout and disengagement. Furthermore, EI training helps students develop interpersonal skills that enhance teamwork and classroom dynamics, contributing to a more inclusive and harmonious school environment. By prioritizing emotional intelligence training, schools can nurture well-rounded individuals who are not only academically capable but also emotionally resilient, preparing them for success in both their personal and professional lives.

Teachers' Role in Identifying Emotional and Mental Health Issues

As the first point of contact in a student's education, teachers are essential at identifying emotional and mental health issues in high school students. Teachers, who have let their ears and eyes be trained to observe behavioral, emotional, and academic changes, are in a unique position to notice when a student's mental health is taking a turn for the worse. It is also essential to detect problems like anxiety, depression, stress or emotional instability early on to



intervene and help you get through it on time. One thing teachers can do is recognize signs of loneliness (and suggest to the students or refer them to counselors). Signs the student is lonely might include: frequent absences from school, declining academic performance, pulling away from normal social relationships, or unusual changes in mood. For this purpose teachers need to be skilled with basic mental health literacy and with psychological knowledge to read in emotional cues and behavioral patterns. By participating in professional development programs, teachers are encouraged to develop strategies for interacting with students in certain moments in which an open space to communicate, in which a climate of trust and in which empathy is used, can be created. In addition, emotional and social learning (SEL) included in classroom activities provides teachers the means to assess the emotional wellbeing of the students without intrusiveness. Teachers can be part of a collaborative support system for students by keeping the lines of communication open with parents, counselors and school administrators. Their proactive involvement not only helps in early intervention but also helps in creating a culture of emotional awareness and mental health support in the school. Finally, the role of a teacher is not limited to academic development or growths but goes straight to holistic development, to ensure that students develop emotionally and mentally in the learning environment.

Relationship between Stress Levels, Emotional Maturity, and Academic Performance

Struggle tension, emotional development, and educational execution are firmly connected, establishing understudies' all in all educational and individual advancement. Academic pressures, social dynamics, and future uncertainties are part and parcel of going through high school, and these come along with stress. Although stress can be an incentive, chronic or excessive stress can not only affect mental health but also cognitive function and academic results. The paper discusses emotional maturity in relation to how students cope with stress and its effects on their academic performance; emotional maturity refers to ability to these emotions and respond constructively to challenges. Those students that are more emotionally mature are able to better cope with stress. They tend to use healthy coping strategies that have elements of problem solving, time management, and knowing when and how to reach out to peers or mentors. It helps them to keep focus, cope with high level academic environment as well as bounce back should they fail, and as a result, perform better. In contrast, those with low emotional maturity are less likely to regulate stress, and may exhibit maladaptive responses



such as avoidance, procrastination or emotional outbursts that can further decrease their academic accomplishment. Stress also affects learning and academic success directly via incursions into basic cognitive processes including memory, attention and making decisions. Declining functions of these centers due to high levels of unregulated stress can become a feedback loop: Declining performance in academics exacerbates the stress levels. Through social emotional learning (SEL) programs and the provision of stress management resources schools can promote emotional maturity, and emotional resilience that will help students succeed academically and maintain their mental well being.

Methodology

This study employed a mixed-methods research design to examine the impact of emotional maturity and mental health on the academic success of high school students. The quantitative component involved a survey distributed to 250 high school students, selected through stratified random sampling to ensure representation across gender, age, and socioeconomic backgrounds. The survey included standardized scales to measure emotional maturity, mental health status, and academic performance, with emotional maturity assessed using an Emotional Maturity Scale (EMS) and mental health measured through a validated Mental Health Inventory (MHI). Academic success was determined using self-reported GPA and validated against school records. The qualitative component comprised semi-structured interviews with 20 students, selected from the survey sample, to gain deeper insights into their emotional and mental health challenges and coping mechanisms. Data analysis involved descriptive statistics, correlation analysis, and multiple regression to identify relationships between variables, while thematic analysis was applied to qualitative data. Ethical considerations included informed consent, confidentiality, and voluntary participation. This methodology provided a comprehensive understanding of how emotional maturity and mental health influence academic performance, offering robust data to support actionable recommendations for educators, parents, and policymakers in enhancing student well-being and success.

Results and Discussions

Table 1: Emotional Maturity Levels and Academic Performance

Emotional Maturity Level	Average GPA	Standard Deviation
Low	2.5	0.6

Moderate	3.2	0.5
High	3.8	0.4

Table 1 highlights the relationship between emotional maturity levels and academic performance, measured by average GPA and standard deviation. The data indicates a positive correlation between emotional maturity and academic success. Students with low emotional maturity demonstrate the lowest average GPA of 2.5, accompanied by a relatively higher standard deviation of 0.6, suggesting variability in their academic outcomes. Those with moderate emotional maturity achieve an improved average GPA of 3.2, with a slightly lower standard deviation of 0.5, reflecting greater consistency in their performance. High emotional maturity students exhibit the highest average GPA of 3.8 and the lowest standard deviation of 0.4, indicating both superior academic achievement and consistent performance. These results suggest that students with greater emotional maturity are better equipped to manage stress, maintain focus, and adapt to academic challenges, underscoring the importance of fostering emotional maturity to enhance overall academic outcomes.

Table 2: Mental Health Scores and Academic Performance

Mental Health Score Range	Academic Performance (GPA)	Number of Students
Poor (0–20)	2.4	50
Moderate (21–40)	3.0	130
Good (41–60)	3.7	70

The table demonstrates the relationship between mental health scores and academic performance, as indicated by GPA and the distribution of students across different mental health score ranges. Students with poor mental health scores (0–20) exhibit the lowest average GPA of 2.4, reflecting significant challenges in academic performance, with 50 students in this category. Those with moderate mental health scores (21–40) show an improved average GPA of 3.0, indicating better academic outcomes, and this group includes the largest number of students (130). Students with good mental health scores (41–60) achieve the highest average GPA of 3.7, highlighting the positive impact of strong mental well-being on academic success, with 70 students represented. The data emphasizes that improved mental health correlates with

higher academic achievement, underscoring the need for schools to prioritize mental health initiatives to support students in achieving their full academic potential.

Table 3: Demographic Profile of Respondents

Category	Number of Students (n)	Percentage (%)
Gender		
Male	120	48%
Female	130	52%
Age Group		
14–15 years	90	36%
16–17 years	160	64%
Socioeconomic Status		
Low	70	28%
Middle	140	56%
High	40	16%

The demographic profile gives an idea about the distribution of respondents in terms of gender, grouping on the basis of age group and Socio-economic status. On the aspect of gender, the sample is constituted by 120 male students (48%) and 130 female students (52%), which represents a rather balanced distribution. Approximately 64% (n=160) of the respondents fall into age group 16–17 years and the rest (n=90) in 14–15 years age group. This suggests an interest in older high school students who have—or are heading into—higher levels of academic and emotional stress. Most students are of the middle-income group (56%, n=140), then low-income (28%, n=70) followed by high-income families (16%, n=40). The demographics for these participants are comprehensive, ensuring that the study consists of a variety of key variables that may impact emotional maturity, mental health, and academic success so that these may be well rounded once analyzed.



Conclusion

The study underscores the significant impact of emotional maturity and mental health on the academic success of high school students, revealing their intertwined roles in shaping educational outcomes. Emotional maturity, characterized by the ability to regulate emotions, respond constructively to challenges, and maintain healthy relationships, emerged as a critical determinant of academic performance. Students with higher emotional maturity demonstrated better stress management, focus, and adaptability, resulting in consistently higher GPAs. Similarly, mental health was found to play a pivotal role, with students experiencing good mental well-being showing enhanced concentration, motivation, and resilience, all of which are essential for academic success. Conversely, poor mental health and low emotional maturity were linked to lower academic achievements, highlighting the detrimental effects of untreated mental health challenges and emotional instability. The findings emphasize the need for schools to prioritize initiatives that foster emotional intelligence and provide robust mental health support. Incorporating emotional intelligence training, counseling services, and stress management programs into school curricula can equip students with the tools necessary to navigate academic pressures effectively. Moreover, the study highlights the importance of collaboration between educators, parents, and policymakers in creating a supportive environment that addresses the emotional and mental health needs of students. By addressing these factors proactively, schools can enhance not only students' academic performance but also their overall well-being, preparing them for lifelong success. The research calls for continued efforts to integrate emotional and mental health support systems into education, fostering holistic student development.

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