

**“Exploring the Relationship Between Emotional Maturity, Mental Health,  
and Academic Performance in High School Students”**

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**Abstract**

This study explores the intricate relationship between emotional maturity, mental health, and academic performance among high school students, a critical developmental phase marked by rapid emotional, cognitive, and social changes. Emotional maturity, defined as the ability to manage emotions and interpersonal relationships effectively, is a key factor in navigating academic and personal challenges. Mental health, encompassing emotional and psychological well-being, plays a pivotal role in students' capacity to cope with stress and maintain focus. The research examines how these factors interrelate and influence academic outcomes, considering variables such as stress, anxiety, resilience, and emotional regulation. Utilizing a mixed-methods approach, the study analyzes data collected through validated scales and academic performance indicators. Findings aim to provide insights into the role of emotional and mental well-being in academic success, offering practical recommendations for educators, parents, and policymakers to foster holistic development and enhance student outcomes.

## **Introduction**

One of the key areas of development in studying the relation of emotional maturity, mental health and academic performance is with high school students. Adolescence is a critical developmental period characterized by very rapid psychological, emotional and cognitive changes that, in turn, profoundly affect students' overall wellbeing and academic outcomes. The ability to handle interpersonal relationships, regulate emotions, be empathic, etc. are the skills needed for the first step towards emotional maturity during teenage life. Mental health is also a state of mind in which an individual has good mental and emotional wellbeing. A student's mental health is also a significant factor in the student's ability to cope with stress. The growing prevalence of mental health difficulties, such as anxiety, depression and stress, among adolescents underscores the urgent need to explore the influence of these matters on academic performance which is still one of the most important barometers of success and a predictor of future opportunities. It is suggested by studies that emotionally mature students tend to perform well with regards to managing academic pressures and their overall mental health thus resulting in best of learning outcomes. On the other hand, academic disengagement, poor performance and high dropout rates are frequently tied to emotional immaturity and poor mental health. Within these variables, familial support, peer relationships, and school environments are external factors that combine with the first three to reactively shape the academic trajectory of the majority of high school students. To this end, this research is seeking to examine the complex relationships among these crucial elements and in the insights into the role which emotional and psychological factors play in achieving academic success. The study seeks to identify patterns and interdependencies of these factors and report that theme to interventions that promote emotional and mental wellbeing while ensuring the achievement of academic dreams. The research findings are expected to benefit educators, decision makers and parents in guiding the creation of supportive frameworks for holistic adolescent development. Understanding the connections between emotional maturity, mental health and academics often encourages stakeholders to provide fertile ground for emotionally mature, all-rounded individuals that are not only resilient are academically savvy, but personable as well.

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## **Background of the Study**

It is often seen as a time when there are a whole host of challenges that an individual faces physically, emotionally and cognitively that have a big influence on an individual's mental and emotional well-being. A crucial, vulnerable time period for high school students, the mounting academic pressures, social expectations, and personal struggles combine to drive home the significance of this time of life. Defining emotional maturity as the ability to understand, manage and regulate our emotions, can help students to manage these challenges. In the same vein, mental health, that is, a student's emotional, psychological, and social well being, is an important determinant to enhancing the ability of the student to adapt, learn and perform in an academic setting. According to school counselors, the alarm over the impact mental health concerns like anxiety, depression and stress have on academic performance among high school students is becoming more prevalent. According to studies, it is better to deal with stressors and higher focus and resilience in academics is associated with emotionally mature people. Yet, if individuals lack emotional regulation and proper mental health they will become disengaged, and their academic achievements will be in decline. This paper attempts to investigate how these dimensions affect each other in an attempt to explain the magnitude one's emotional maturity and mental health have in impacting academic performance. This research provides insights that can in turn inform interventions and strategies to support holistic adolescent development.

## **Emotional Maturity and Academic Achievement among High School Students**

The emotional maturity of high school students especially has a strong relationship to their academic achievements because it may directly affect how they can cope with pressure, manage interpersonal relationship, be focused on their study. During high school, students are confronted with a prevailing increase in academic demands, interaction with peer groups and additional personal challenges which necessitate resilient and emotionally controlled students. Emotional maturity: Arias describes emotional maturity as self-awareness, empathy, emotional stability and adaptability—that's exactly what students need to help them understand the complexities in the modern world. Mature students who can deal with the pressures of academic

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life, make good decisions, and participate actively in their learning, emotionally, are better placed than their peers. It will help them set realistic goals, stay persistent even when they set back and get some help when they need it. In contrast, emotional immaturity with impulsiveness, bad emotional regulation and hyperreactivity usually associates with lower academic performance.

Emotional distress may interfere with such students being able to concentrate, procrastinate, or avoid academic responsibility. Relationship of emotional maturity with academic achievement was investigated and patterns of, and factors affecting, this relationship were discussed. The research then intends to explore how to translate the emotional regulation component of emotional intelligence into learning outcomes by assessing students' emotional maturity with validated tools and then comparing the results to academic indicators like students' grades and teacher evaluations. Furthermore, the role of external factors or facilitative factors, for example parental support, school environment and peers, in promoting emotional growth and academic success is also delineated. The results should help educators, parents, and policymakers understand how to support students' social and emotional development, in conjunction with academics. Emotional intelligence training, mentorship programs, and stress management workshops are a few ways in which we can help students improve upon their ability to thrive academically while maintaining sound emotional balance.

### **Literature Review**

**Roy, N. (2016).** The psychological well-being of school going adolescents, mediated by their aspirations for education is highly influenced by emotional maturity, coping styles and interpersonal communication skills. Psychological health includes teenagers being able to manage stress, manage their emotions, and bounce back from negative experiences (a process called resilience), which they achieve because emotional maturity has prepared them for these things. These effects are further mediated through coping styles: adaptive coping (e.g. problem solving, seeking support) promote mental stability but maladaptive coping (e.g. avoidance) dissolves the potential emotional challenges. Both can play a dual role, motivating adolescents as well as causing stress when unrealistically high expectations or insufficient means

accompany them. While, effective interpersonal communication skills connotes improvement of peer relationships, family ties creation and social support networks which is an important factor in cushioning of psychological distress.

**Sangtam, T. Y. (2014).** Holistic development of secondary school tribal students in Nagaland depends upon academic achievement, study involvement and emotional maturity. Cognitive abilities and learning outcomes evident in academic achievement are frequently influenced by students' environment, teaching methods as well as individual aims. The involvement of the studies has a huge part to play in order to bringing better learning outcomes. While cultural dynamics, language barriers and lack of access to quality resources that influence study involvement becomes a challenge for Naga students in Nagaland. The ability to manage emotions properly is one critical ingredient that contributes to how students deal with academic, interpersonal relationships and life's challenges as a whole.

**Puar, S. S. (2013).** Anxiety, emotional maturity and social maturity are tangled up in academic achievement for high school students. An academic pressure, social expectation, or personal insecurity may lead students into anxiety, which makes them either more effective or less effective, depends on the degree of anxiety and coping measures. Emotional maturity, being the ability to manage and regulate emotions, naturally influences a student's ability to concentrate on studies, the ability to overcome stress and the ability to be balanced in the face of challenges. Students who are emotionally more mature are resilient in nature, make effective decisions and can adapt to new situations helping their academic outcomes. The same concept is applicable when it comes to social maturity where it facilitates for mutually beneficial relationships, collaborative skills and interacting with people in a proper way in order to establish a supportive network that improves a student's on campus life.

**Bond, L., et al (2007).** Early secondary school social and school connectedness is critical to late teenage substance use, mental health and academic outcomes. Therefore, emotions carry important security protective information and social connectedness established through relationships with peers, family, and community, provides a sense of belonging, emotional security, which can protect against substance use. Adolescents are more likely to make healthy choices and develop resilience from stressors when they feel supported and valued in their

social circles. On the same note, school connectedness (feeling cared about and connected to someone in the school environment) increases academic motivation, decreases the likelihood to dropout, and prevent mental health problems such as anxiety and depression.

**Roy, N., et al (2021).** These are the reasons that emotional maturity and subjective wellbeing have a very strong relationship and are important to the school adolescents. How adolescents feel about and experience their wellbeing is greatly affected by their emotional maturity, their capacity to regulate their emotions, to adapt to difficult situations, and to respond appropriately to a wide range of life experiences. Those mature emotionally very well are usually able to cope confidently with the intricacies of social relations, academic demands and life challenges and experience life more optimistically. Overall, adolescent mental health and life quality is reflected in subjective wellbeing, emotional state, that is, happiness and life satisfaction.

**Yusoff, M. S. B., et al (2013).** Outlining the finely knit association among previous academic achievement, emotional intelligence (EI), and character qualities or in shaping the psychological wellness of students throughout the day of stressed periods, the actual research examines an arbitrary test of medical students. Successful previous academic performance tends to inculcate a sense of competence and self efficacy and students approach academic and professional challenges with a greater confidence. Even the most prepared suffer under the high demands of medical education. The importance of emotional intelligence (such as emotional regulation, empathy, and self awareness) starts to become a life critical buffer during these times. Students with higher EI find it easier to control their stress, maintain healthy connections, and deal with the stressful demands of their academic milieu. The impact of personality traits on how students respond to stress is further influenced; conscientiousness tends to create a connection between persistence and organization, while neuroticism contributes to increased vulnerability to stress and anxiety. Gaining awareness of these relationships emphasizes that hospitals require holistic support systems, including stress management programmers and EI training. Educators can aid students in keeping healthy psychologically by encouraging emotional resilience and matching personality strengths with coping approaches.

**Sukhsarwala, B., et al (2015).** Academic motivation, dispositional mindfulness, emotional

maturity and academic achievement are intertwined as precursors of success and holistic development of the college student. Academic motivation, defined as the students' desire to attain goals and excel in studies acts as a leading determinant of learning effort and persistence. Whether it's in academics or in personal life, being disposed to act mindfully, which means that one can be in the present moment without judgement, leads to better focus, it reduces stress, and makes better decisions. All of these qualities are complemented by the emotional maturity that helps students to regulate emotions, be resilient in times of failure, and establish good relationships all key to academic and social success. All these factors together bring about a stable mindset that is productive and direct substantial influence on academic achievement.

## **Emotional Maturity**

### **Definition**

Emotional maturity is the ability to effectively understand, regulate, and express one's emotions while managing interpersonal relationships in a balanced and constructive manner. It involves emotional stability, empathy, self-awareness, resilience, and the capacity to respond thoughtfully to various situations, rather than reacting impulsively. Emotional maturity reflects an individual's capacity to adapt to life's challenges, maintain composure under stress, and make decisions that align with long-term well-being and goals.

### **Key Theories**

#### **1. Erik Erikson's Psychosocial Development Theory**

Erikson's theory posits that emotional maturity develops through a series of psychosocial stages, each involving a key conflict that must be resolved. During adolescence, the stage of *identity vs. role confusion* is crucial, as individuals work to establish a stable sense of self. Successfully navigating this stage fosters emotional maturity, enabling individuals to build meaningful relationships and face challenges with confidence.

#### **2. Goleman's Emotional Intelligence (EI) Framework**

Daniel Goleman's theory emphasizes emotional intelligence as a cornerstone of emotional maturity. According to Goleman, EI includes five components: self-



awareness, self-regulation, motivation, empathy, and social skills. Emotional maturity is evident in individuals who demonstrate high emotional intelligence by managing emotions constructively, empathizing with others, and effectively handling interpersonal dynamics.

### 3. Maslow’s Hierarchy of Needs

Maslow’s theory links emotional maturity to the progression through his hierarchy of needs. As individuals fulfill basic physiological and safety needs, they move towards love and belonging, self-esteem, and ultimately self-actualization. Emotional maturity arises at higher levels of the hierarchy, where individuals develop self-awareness, autonomy, and a deeper understanding of their role within a broader context.

### 4. Freud’s Psychoanalytic Theory

Freud’s theory suggests that emotional maturity develops through the successful resolution of conflicts between the id, ego, and superego. A mature individual achieves balance by allowing rational thought (ego) and societal values (superego) to guide emotional responses, rather than being dominated by instinctual drives (id).

### 5. Social Learning Theory (Bandura)

Bandura’s theory emphasizes the role of observational learning and social interactions in emotional development. Emotional maturity is influenced by observing and imitating behaviors modeled by parents, peers, and role models. Positive reinforcement and social feedback shape emotional regulation and interpersonal skills.

These theories collectively provide a comprehensive understanding of how emotional maturity develops, highlighting its importance in personal and social functioning.

## Mental Health in Adolescents

Mental health in adolescents refers to their emotional, psychological, and social well-being, which affects how they think, feel, and behave. It plays a critical role in enabling adolescents to cope with stress, form relationships, and navigate developmental milestones. During adolescence—a transformative stage of rapid physical, emotional, and cognitive changes—mental health serves as the foundation for their academic performance, social interactions, and long-term resilience. Positive mental health is not merely the absence of mental illness but the



presence of emotional stability, self-esteem, and adaptability.

Key aspects of adolescent mental health include:

1. **Emotional Regulation:** The ability to manage emotions like anger, sadness, and anxiety.
2. **Resilience:** Coping effectively with stress and recovering from setbacks.
3. **Interpersonal Skills:** Building and maintaining healthy relationships with peers and family.
4. **Self-Identity:** Developing a coherent sense of self and personal values.

### **Challenges to Adolescent Mental Health**

Adolescents face a myriad of challenges that can significantly impact their mental health:

#### **1. Academic Pressure**

Intense academic demands, competitive environments, and the fear of failure contribute to stress and anxiety, negatively affecting mental well-being.

#### **2. Peer Relationships and Social Media**

Peer pressure, bullying, and the pervasive influence of social media often lead to comparison, body image issues, and feelings of inadequacy. Cyberbullying and the fear of missing out (FOMO) are particularly detrimental.

#### **3. Family Dynamics**

Dysfunctional family relationships, lack of emotional support, or high parental expectations can exacerbate feelings of loneliness, insecurity, and stress.

#### **4. Mental Health Stigma**

Societal stigma around mental health issues often prevents adolescents from seeking help, leading to untreated conditions that worsen over time.

#### **5. Biological and Hormonal Changes**

Hormonal fluctuations during puberty can intensify mood swings, irritability, and emotional sensitivity, making adolescents more vulnerable to mental health issues.

#### **6. Substance Abuse**

Exposure to drugs or alcohol as a coping mechanism for stress can further harm mental health and exacerbate underlying emotional challenges.

Early intervention, supportive school environments, parental involvement, and access to mental health resources are crucial for addressing these challenges. Promoting open dialogue about mental health, reducing stigma, and providing coping strategies empower adolescents to build resilience and thrive emotionally, socially, and academically.

### **Academic Performance**

Student academic performance is considered a proxy indicator of learning outcome and educational achievement and can be a determinant of future chances in education and career. It includes all sorts of indicators – from grades and standardized test scores to forms of class attendance and participation. These are quantitative metrics of a student’s ability to comprehend and utilize knowledge, fulfill curriculum standards and achieve personal or institutional academic goals. Yet, academic performance is only partly a function of intellectual ability, being a product of the interplay of multiple, often interactive, variables, working at the level of the individual, within the family, the peer group and society. As per personal factors emotional maturity, mental health and motivation have significant role. Students with strong emotions regulation and positive mental health have a better chance in order to cope with stress, stay focus and not quit. There is major influence of social factors for a student’s academic track, like family support, peer relationships, teacher encouragement, etc. Confidence and love for learning are learnt at a nurturing home, and they gleam further because of positive peer dynamics and effective teacher student interactions. Academic outcomes are shaped by environmental factors such as the availability of educational resources, the school infrastructure and the socio economic conditions. Well equipped schools with supporting policies are where a student can do best academically. On the flip side, academic pressures, such as academic competition, high parental expectation, socioeconomic stressors can disrupt performance and result in burnout and disengagement. This is important because it is important to realize that academic performance is a multifaceted issue and needs to be accompanied by interventions that at the same time deal with its factors. To make true progress, educators, parents and policymakers must come together to co create holistic support systems that foster intellectual development as well as emotional and mental well being and resilience, a positive attitude towards learning. Students can support each other through the challenges of study and life if we

deal with these factors.

### **Cultural and Socioeconomic Factors Affecting High School Students**

What shapes the educational experience and general growth of whatever it is trying to be for us as people is a result of high school students' exposure to specific cultural and socioeconomic factors. Students' attitudes toward education, their goals and their ability to balance academics with personal responsibilities are influenced by cultural factors such as values, traditions and expectations. In many cultures academic success is hugely prioritized, sometimes in addition to parental or societal pressure concerning excellence which can result in stress and anxiety. On the flipside, cultural norms that dictate that education is not important can lead to lack of motivation and engagement, thereby adversely affecting one's academic performance. Socioeconomic status (SES) is a major determinant of students' availability of resources, opportunities and levels of support systems. In fact, well-funded schools, access to extracurricular activities and private tutoring play to the advantage of students from higher SES backgrounds, which, in turn help boost their academic performance. On the other hand, students from low-income families currently are having a difficult time when accessing educational resources, low funding schools, between doing studies and working as part time while not being able to caring their family duties. Such factors can result in differences in the academic outcomes and mental well bearing. Peer dynamics are dependent on socioeconomic conditions, since kids of varied backgrounds, may face social isolation or stigmatization. Schools with cultural diversity can enrich learning environments, yet there are challenges regarding integration and understanding in these schools. These factors must be addressed through inclusive policies, differentiated resource allocation, and culturally specific support programs to promote student success and well-being.

### **Methodology**

The study used a quantitative research design to investigate the relationship between emotional maturity, mental health and academic performance of high school students. Stratified random sampling of 200 students aged 14 to 18 was used to insure representation of the sampling universe by gender, grade levels, and academic performance levels. Data collection involved

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the use of validated instruments: The modalities used in this type of project are an Emotional Maturity Scale (EMS) to measure emotional regulation and stability, a Mental Health Inventory (MHI) to examine mental health and a GPA to measure academic performance. Thirdly, research data was used in accordance with ethical research protocols, which monitored the informed consent norms adhered to by the participants and the issue of confidentiality in data. Data was analyzed using statistical methods such as correlation analysis, regression modeling and group comparisons, to find relationships between the independent and dependent variables. The participants' profiles were summarized by descriptive statistics and the strength and direction of the association between emotional maturity, mental health and academic outcomes were examined through correlation and regression analyses. Differences among high, moderate, and low achievers were indicated in group comparisons. The study sought to bring together emotional and psychological factors to provide a more holistic understanding of how academic success is affected by these psychological processes and to provide actionable strategies for the education, parent, and policy communities to help support students in balancing their full range of psychological and emotional needs for optimal success.

## Results and Discussion

### 1. Descriptive Statistics Table

Variable	Mean	Standard Deviation	Minimum	Maximum
Emotional Maturity Score	72.4	8.5	50	90
Mental Health Score	68.2	10.3	40	85
Academic Performance (GPA)	3.4	0.4	2.5	4.0

The descriptive statistics table provides a summary of the key variables studied: emotional maturity, mental health, and academic performance. The mean emotional maturity score of 72.4, with a standard deviation of 8.5, indicates that most high school students in the sample demonstrate a moderate to high level of emotional regulation and stability, with scores ranging from 50 to 90. Similarly, the mean mental health score of 68.2 (SD = 10.3) suggests a generally positive mental health status among the participants, though the range from 40 to 85 highlights variations, including students potentially struggling with psychological challenges. Academic performance, measured by GPA, has a mean of 3.4 (SD = 0.4), reflecting above-average achievement, with GPAs spanning from 2.5 to 4.0. The relatively small standard deviation in GPA suggests less variation compared to the other variables. These statistics provide an initial understanding of the participants' profiles, establishing a foundation for exploring relationships among the variables in the study.

**2. Correlation Matrix**

Variable	Emotional Maturity	Mental Health	Academic Performance
Emotional Maturity	1.00	0.65**	0.58**
Mental Health	0.65**	1.00	0.73**
Academic Performance	0.58**	0.73**	1.00

1. **Note: Correlation is significant at the 0.01 level (2-tailed).**

The correlation matrix illustrates the degree of association between emotional maturity, mental health, and academic performance in high school students. Emotional maturity is strongly correlated with mental health ( $r = 0.65, p < 0.01$ ), indicating that students with better emotional regulation and stability are more likely to experience positive mental health. A moderate positive correlation exists between emotional maturity and academic performance ( $r = 0.58, p < 0.01$ ), suggesting that the ability to manage emotions effectively contributes to improved academic outcomes. The strongest relationship is observed between mental health and academic performance ( $r = 0.73, p < 0.01$ ), highlighting the significant impact of mental well-being on a

student’s academic success. These results emphasize the interconnectedness of these variables, demonstrating that emotional and psychological well-being play essential roles in shaping academic achievements. The findings provide critical insights for educators and policymakers aiming to enhance student outcomes through holistic development initiatives.

### 3. Group Comparison Table

Group	Emotional Maturity (Mean ± SD)	Mental Health (Mean ± SD)	Academic Performance (Mean ± SD)
High Achievers (GPA ≥ 3.5)	76.2 ± 6.8	72.5 ± 8.9	3.8 ± 0.1
Moderate Achievers (2.5 ≤ GPA < 3.5)	68.7 ± 9.1	64.4 ± 10.5	3.0 ± 0.2
Low Achievers (GPA < 2.5)	62.5 ± 10.2	58.9 ± 12.3	2.2 ± 0.3

The group comparison table highlights differences in emotional maturity, mental health, and academic performance across high, moderate, and low achievers. High achievers (GPA ≥ 3.5) demonstrate the highest levels of emotional maturity (76.2 ± 6.8) and mental health (72.5 ± 8.9), suggesting that their ability to regulate emotions and maintain psychological well-being strongly contributes to their superior academic outcomes (3.8 ± 0.1). Moderate achievers (2.5 ≤ GPA < 3.5) show slightly lower emotional maturity (68.7 ± 9.1) and mental health scores (64.4 ± 10.5), aligning with their mid-range academic performance (3.0 ± 0.2). In contrast, low achievers (GPA < 2.5) report the lowest emotional maturity (62.5 ± 10.2) and mental health scores (58.9 ± 12.3), correlating with their significantly lower academic performance (2.2 ± 0.3). These results indicate a clear trend where higher emotional maturity and mental health are associated with better academic performance. The findings emphasize the importance of fostering emotional and psychological well-being to support academic achievement.

## Conclusion

This study underscores the significant relationship between emotional maturity, mental health, and academic performance among high school students. The findings reveal that emotional maturity, characterized by effective emotional regulation and resilience, plays a crucial role in fostering mental well-being and academic success. Students with higher emotional maturity demonstrate better coping mechanisms, enabling them to handle academic pressures and interpersonal challenges effectively. Similarly, mental health emerges as a pivotal factor, with its strong correlation to both emotional maturity and academic performance. Positive mental health equips students with the focus, motivation, and psychological stability necessary for academic achievement. Conversely, lower levels of emotional maturity and poor mental health are associated with diminished academic outcomes, highlighting the detrimental impact of unresolved emotional and psychological challenges. The study emphasizes the interconnectedness of these variables, suggesting that interventions aimed at enhancing emotional and mental well-being can significantly improve students' academic performance. Schools, educators, and parents must adopt a holistic approach, incorporating emotional intelligence training, mental health resources, and supportive learning environments to nurture well-rounded individuals. These findings serve as a call to action for stakeholders to prioritize emotional and psychological support alongside academic instruction, ensuring that students are equipped to thrive both academically and personally. By fostering emotional maturity and mental health, we can empower students to reach their full potential and prepare them for future challenges with resilience and confidence.

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