

## Opening of New Insights for the Researchers: A Descriptive Study on Emotional Maturity

\* Prof. Rajeshwari R. R

\*\* Dr. S. John Mano Raj

\* Assistant Professor, Department of MBA, Dr. Ambedkar Institute of Technology, Bangalore Near Jnana Bharathi Campus, Mallaalli, Bangalore, Karnataka - 560056

\*\* Associate Professor, Indian Institute of Plantation Management, Bangalore

### Abstract:

*The study aims to do an extensive literature review on emotional maturity, the study also attempts to review the relationship of emotional maturity with other variables such as; mental well-being, stress, self-confidence, self-esteem etc. The main findings of the study are to find the gap areas where further research can be done by the researchers to explore the area of emotional maturity more deeply. Finally, a conceptual model has been derived on the basis of the review of literature on emotional maturity. As per the conceptual model, the relationship between emotional maturity, stress and self –confidence are three main areas which still needs to get attention by the researchers. Conceptual model explains that importance of studying the emotional maturity because it affects the self-confidence and stress level of a person while self-confidence is the variable that affects the stress level of a person. Therefore, if we work on the emotional maturity level of a person, the self-confidence of a person can be improved and thus stress can be minimized.*

### 1. Introduction

Maturity has been defined as the capacity of mind to endure the capability of an individual to react to ambiguity, conditions or surroundings in an appropriate way (Finley, 1996). Emotional maturity can be defined as the capability of an individual to deal practically with real life situations. Emotional maturity can be defined as a process in which the personality always determined for better sense of emotional well-being (Menninger, 1999).(Cole,1954) has explained that the emotional maturity of an individual can be measured through the way an individual bears the tension. Therefore, emotional maturity is directly related to the self-controlling power of an individual. (Dosanjh, 1956) has defined an emotional mature person as a person with balanced personality, who knows how to manage the disturbing emotions, shows calmness and strength under stress. Jersild (1963) has stated that emotional maturity refer to the degree to which an individual has recognized his potential for lushness of living and has developed his capability to relish things, to relate himself with others, to love others and to share his happiness with others,; his capacity to accept the sorrows of life whole heartedly and his ability to show distress when there is occasion to be worried, without feeling a requisite to use a false facade of bravery. According to (Crow and Crow, 1962) a person of any age group can be emotionally matured who has the capability to overcome the stress by neglecting certain emotion stimulators that have a direct bearing on the behavior and attitude of the individual. (Geoghagen et.al., 1963) says that a person is considered to be emotionally matured when his reactions to a situation are suitable to his degree of growth and balanced to the demands of situation. (Singh, 1999) stated in his study that personality patterns of a person can be determined with the help of emotional maturity. Emotional maturity also plays a major role as a control variable in the growth of an adolescent's development.

## 2. Objectives

Following are the objectives of the study:

1. To draft a comprehensive model for assessing the impact of emotional maturity on organizational success
2. To make an extensive literature review on the emotional maturity
3. To analyse and understand the theories of emotions
4. To find out the gaps from the review of literature on emotional maturity

## 3. Definitions, and Differentiation and theories on emotional maturity

The word "emotion" dates back to 1579, when it was adapted from the French word *émouvoir*, which means, "to stir up". The term emotion was introduced into academic discussion to replace passion. One dictionary said that the earliest precursors of the word likely dates back to the very origins of language.—The modern word emotion is heterogeneous. In some uses of the word, emotions are intense feelings that are directed at someone or something. On the other hand, emotion can be used to refer to states that are mild (as in annoyed or content) and to states that are not directed at anything (as in anxiety and depression).

Emotions have been described by some theorists as discrete and consistent responses to internal or external events, which have a particular significance for the organism. Emotions are brief in duration and consist of a coordinated set of responses, which may include verbal, physiological, behavioural, and neural mechanisms. Psychotherapist Michael C. Graham describes all emotions as existing on a continuum of intensity. Thus, fear might range from mild concern to terror or shame might range from simple embarrassment to toxic shame. Emotions have also been described as biologically given and a result of evolution because they provided good solutions to ancient and recurring problems that faced our ancestors.—Moods are feelings that tend to be less intense than emotions and that often lack a contextual stimulus.

Emotion can be differentiated from a number of similar constructs within the field of affective neuroscience:

- Feelings: are the private individual experiences, a subjective representation of emotions.
- Moods are prevail for more duration and are less intensive than emotions.
- Affect encompasses the topics of emotion, feelings and moods.

In addition, relationships exist between emotions, such as having positive or negative influences, with direct opposites existing. Graham differentiates emotions as functional or dysfunctional and argues all functional emotions have benefits.

Emotions are complex. According to some theories, they are a state of feeling the results in physical and psychological changes that influence our behavior. Emotion is also linked to behavioral tendency. Extroverted people are more likely to be social and express their emotions, while introverted people are more likely to be more socially withdrawn and conceal their emotions.

Emotion is often the driving force behind motivation, positive or negative. An alternative definition of emotion is a "positive or negative experience that is associated with a particular pattern of physiological activity."

Research on emotion has increased significantly over the past two decades with many fields contributing including psychology, neuroscience, endocrinology, medicine, history, sociology, and even computer science.

**Fig 1 Robert Plutchik** agreed with **Ekman's** biologically driven perspective but developed the "**wheel of emotions**", suggesting eight primary emotions grouped on a positive or negative basis: joy versus sadness; anger versus fear; trust versus disgust; and surprise versus anticipation. Some basic emotions can be modified to form complex emotions.

**Fig 1 Wheel of Emotions**



For more than 40 years, **Paul Ekman** has supported the view that emotions are discrete, measurable, and physiologically distinct. Another classic study found that when participants contorted their facial muscles into distinct facial expressions (e.g. disgust), they reported subjective and physiological experiences that matched the distinct facial expressions. His research findings led him to classify six emotions as basic: anger, disgust, fear, happiness, sadness and surprise.

**Two Dimensions of Emotion**

Fig 2 analysis shows the two dimensional analysis of emotions. Through the use of multidimensional scaling, psychologists can map out similar emotional experiences, which allows a visual depiction of the "**emotional distance**" between experiences. A further step can be taken by looking at the map's dimensions of the emotional experiences. The emotional experiences are divided into two dimensions known as valence (how negative or positive the experience feels) and arousal (how energized or enervated the experience feels).

**Fig 2 Two-dimensional analysis**

<b>Activation</b>	
<b>Tense</b>	<b>Alert</b>
<b>Nervous</b>	<b>Excited</b>
<b>Stressed</b>	<b>Elated</b>
<b>Upset</b>	<b>Happy</b>
<b>Unpleasant</b>	<b>Pleasant</b>
<b>Sad</b>	<b>Contented</b>
<b>Depressed</b>	<b>Serene</b>
<b>Bored</b>	<b>Relaxed</b>
<b>Fatigue</b>	<b>Calm</b>
<b>Deactivation</b>	

**a) Evolutionary theories:** Perspectives on emotions from evolutionary theory were initiated in the late 19th century with **Charles Darwin's** book ***The Expression of the Emotions in Man and Animals***.<sup>[13]</sup> Darwin argued that emotions actually served a purpose for humans, in communication and also in aiding their survival.

**b) Contemporary theories:** More contemporary views along the evolutionary psychology spectrum posit that both basic emotions and social emotions evolved to motivate (social) behaviours that were adaptive in the ancestral environment. Current research suggests that emotion is an essential part of any human decision-making and planning, and the famous distinction made between reason and emotion is not as clear as it seems. Research on social emotion also focuses on the physical displays of emotion including body language of animals and humans.

**c) Somatic theories:** Somatic theories of emotion claim that bodily responses, rather than cognitive interpretations, are essential to emotions. The first modern version of such theories came from *William James* in the 1880s.

**d) James-Lange theory:** In his 1884 article<sup>[14]</sup> William James argued that feelings and emotions were secondary to physiological phenomena. In his theory, James proposed that the perception of what he called an "exciting fact" directly led to a physiological response, known as "emotion."<sup>[15]</sup> To account for different types of emotional experiences, James proposed that stimuli trigger activity in the autonomic nervous system, which in turn produces an emotional experience in the brain.

**e) Two-factor theory of emotion:** Schachter did agree that physiological reactions played a big role in emotions. Emotions were thus a result of two-stage process: general physiological arousal, and experience of emotion.

**f) Cognitive theories:** With the two-factor theory now incorporating cognition, several theories began to argue that cognitive activity in the form of judgments, evaluations, or thoughts were entirely necessary for an emotion to occur. One of the main proponents of this view was *Richard Lazarus* who argued that emotions must have some cognitive intentionality. The cognitive activity involved in the interpretation of an emotional context may be conscious or unconscious and may or may not take the form of conceptual processing.

Lazarus' theory is very influential; emotion is a disturbance that occurs in the following order:

- 1. Cognitive appraisal-** the individual assesses the event cognitively, which cues the emotion
- 2. Physiological changes-** the cognitive reaction starts biological changes such as increased heart beat rate
- 3. Action;** the individual feels the emotion and choose to react.

Lazarus stressed that the quality and intensity of emotions are controlled through cognitive processes. These processes underline coping strategies that form the emotional reaction by altering the relationship between the person and the environment.

A prominent philosophical exponent is **Robert C. Solomon** (for example, *The Passions, Emotions and the Meaning of Life*, 1993). Solomon claims that emotions are judgements. He has put forward a more nuanced view which responds to what he has called the 'standard objection' to cognitive, the idea that a judgement that something is fearsome can occur with or without emotion, so judgement cannot be identified with emotion. The theory proposed by **Nico Frijda** where appraisal leads to action tendencies is another example.

It has also been suggested that emotions (affect heuristics, feelings and gut-feeling reactions) are often used as shortcuts to process information and influence behaviour. The affect infusion model (AIM) is a theoretical model developed by **Joseph Forgas** in the early 1990s that attempts to explain how emotion and mood interact with one's ability to process information.

**g) Genetics theory:** Emotions can motivate social interactions and relationships and therefore are directly related with basic physiology, particularly with the stress systems. This is important because emotions are related to the anti-stress complex, with an oxytocin-attachment system, which plays a major role in bonding. Emotional phenotype temperaments affect social connectedness and fitness in complex social systems (**Kurt Kortschal 2013**). These characteristics are shared with other species and are due to the effects of genes and their continuous transmission.

**h) Sociology theory:** A common way in which emotions are conceptualized in sociology is in terms of the multidimensional characteristics including cultural or emotional labels (e.g., anger, pride, fear, happiness), physiological changes (e.g., increased perspiration, changes in pulse rate), expressive facial and body movements (e.g., smiling, frowning, baring teeth), and appraisals of situational cues.

#### **4. Conceptual Aspects of Emotional Maturity**

This section of the research paper discusses the various studies done by the researchers on emotional maturity in order to have a deep understanding of the conceptual knowledge of the emotional maturity and its relationship with various variables such as, self-esteem, mental well-being, intelligence, stress, self-confidence, social adjustments and attitude.

##### **4.1) Emotional maturity vs. Self Esteem and Emotional maturity vs. Mental Well-being**

(**Dhull and Singh, 2014**), conducted a study to find the relationship between emotional maturity, self-esteem and mental well-being. The study was conducted on students of senior secondary school standard. It was found from the study that emotional maturity and self-esteem are positively and significantly related to each other. It was also found from the study that emotional maturity and mental well-being are also having a positive and significant relationship with each other. (**Dagenais, 1981 and Sherman, 1994**), have also conducted studies to measure the relationship between emotional maturity and self-

esteem. The researchers found a positive relationship between self-esteem and emotional maturity, intellectual behavior and psychological adjustment. **(Thakur, 2002, Brookover et al., 1964, and Bodwoin, 1962)**, have also done studies to check the relationship between emotional maturity and well-being. The study was conducted on children of higher school. It was found from the studies that children who are confident and rely on their abilities to perform have actually performed well in school. Researchers have concluded a positive and significant relationship between emotional maturity and mental health of the children. Another study by **(Mukherjee, 2000)** also found that the people who are emotionally mature, mentally fit and adjusted in their lives very well and thus the level of emotional intelligence among these respondents are also found very high.

#### **4.2) Emotional maturity Vs Social Adjustments**

**(Zuhra and Tariq, 2013)** conducted a study to measure the relationship of emotional maturity with the social adjustment. Researchers have done the study on total 100 students from two universities of Lahore, Pakistan. Researchers have concluded based on data analysis that emotional maturity and social adjustment are positively related to each other. It was also found from the study that emotional maturity and social adjustment doesn't get affected due to the gender differences of the respondents. **(Kanwal and Rafique, 2013)**, researchers have attempted a study to examine the difference between emotional maturity, social competence and style of humour among children who are living in orphanages and the children who are living with their parents. The study used a sample size of total 70 children from an age group of 12 to 18 years. It was found from the study that the emotional maturity among orphanage children and children who are living with their parents is significantly different. Children who live with their parents have showed higher level of emotional maturity and social competence when compared with the orphanage children. In addition to this, it was also found from the study that the styles of humour do not vary among orphanage children and children who are living with their parents. The study also showed that emotional maturity and social competence are positively correlated to each other, while the styles of humour have an insignificant with both the emotional maturity and social competence variables.

#### **4.3) Emotional maturity Vs Attitude**

**(Kaur, Nirmaljit, 1982)** has made a study to find the relationship between emotional maturity and teaching attitude. The respondents of the study were teacher-trainees. It was found from the study that emotional maturity and teaching attitudes are positively and significantly related to each other. **(Larsen and Juhasz, 1985)** reported in their study that the emotional maturity is positively related with the positive attitude towards child-care. Positive attitude towards child-care is also positively related with knowledge of child growth. **(John, T., 2004)** in his study concluded that emotional maturity and attitude are related to each other. The study also reveals that low emotional maturity in children can be the major reason for complex behavior and unsocial nature of children. **(Kaur, J., 1995)** has done a study to measure the impact of violence attitudes and non-violence attitude on the emotional maturity. The study was conducted on the college students. The researcher found that the attitude of the college students affects the emotional maturity and emotional maturity of the college students gets affected by their attitudes.

#### **4.4) Emotional maturity Vs Intelligence**

**(Arya, A., 1984)** has done a study to measure the relationship between emotional maturity and intelligence. The study also aims to measure the differences in emotional maturity among superior children due to difference in their gender, age and residence. Sample size of the study was 300 of which 150 were girls and 150 were boys. It was found from the study that intelligence and emotional maturity are highly related to each other. The study also revealed that emotional maturity among superior children varies due to gender differences and different residence- urban & rural.

Age has been found insignificantly related to the emotional maturity among superior children. **(Kaur, Sarabjit, 1984)** made a study to examine the effect of intelligence and emotional maturity of graduate level students on their academic achievement. It was concluded from the study that the intelligence and emotional maturity varies in graduate level students due to different education streams as, arts and science. **(Darwin, Nelson, 2005)** has done a research on relationship between emotional intelligence and the emotional maturity. It was found from the research that early childhood education level of children effect the emotional maturity of children at their later age. **(Ronald E. McNairs, 2004)** in his research found that effective learning is associated with the emotional maturity of the children. It was found from the study that emotional maturity, commitments and dedication of the students lead to effective learning of the students. **(Landau, E., 1998)** conducted a study to examine the relationship between intelligence and emotional maturity. It was found from the study that the level of intelligence of a child is highly affected by the level of emotional maturity of the child. **(Anju, 2000)** found in his study that intelligence and emotional maturity are highly correlated to each other. The study also revealed that the intelligence of a person depends on the emotional maturity.

#### **4.5) Emotional maturity vs Environmental factors**

**(Landry and Darroch, 2002)** found in their study that emotional maturity of a child is related to the environmental factors. **(Nanda P. and Chawla, A., 2010)** has conducted a study to measure the impact of age and family type on the emotional maturity. The study was conducted on the urban teenage girls. It was found from the study that age has no impact on the emotional maturity among urban teenage girls. The study also revealed the fact that emotional maturity among urban teenage girls gets affected by the type of family they belongs to **(Kaur, S., 2000)** found in her study that there is a significant relationship between emotional maturity and various environmental factors. The emotional maturity in the students varies due to different locality of their residence, type of school, and other psychological environment. **(Judith, 2000)** concluded in his study that well differentiated family systems affect the level of emotional maturity among adolescents. Adolescents with higher level of emotional maturity belong to well differentiated family systems. **(Chaudhary and Bajaj, 1993)** has made a comparative study to examine the emotional maturity among adolescents who are staying at home and adolescents who are staying at orphanages. It was found from the study that the adolescents with higher level of emotional maturity were those who were staying with parents at home and the adolescents who are staying at orphanages were having lower level of emotional maturity. **(Mishra, 1987)** has conducted a comparative study to measure the emotional maturity among hostellers and non-hostellers students of university. It was found from the study that the emotional maturity of hostellers students were higher than the non-hostellers students.

#### **4.6) Emotional maturity vs Stress and Emotional maturity vs Self confidence**

**(Rosa. M.C. and Preethi,C,)** conducted a study to examine the relationship between emotional maturity and academic stress. The study was conducted on the students of higher secondary standard having working and non-working mothers. Sample size of 240 students was used in the study. In order to measure the academic stress the academic stress scale was used by the researcher while emotional maturity scale was employed to study the emotional maturity among the students. It was found from the study that the level of emotional maturity is higher in the students whose mothers are working while the emotional maturity among students having non-working mothers is lower. The study also showed that there is an insignificant relationship between emotional maturity and academic stress. **(Ansari, M.,)** made an attempt to study the impact of emotional maturity on stress level of college students. The sample size of the study was 150 and the respondents were from age group of 18 to 20 years. It was found from the study that emotional maturity of college students affects their stress level.

Researcher has found a significant negative correlation between emotional maturity and stress level of college students. **(Geeta S. Pasteyand Vijayalaxmi A. Aminbhavi,)** conducted a study to measure the impact of emotional maturity on stress and self-confidence of adolescents. Sample size of 105 students of XI and XII classes were selected for the study. It was found from the study that emotional maturity has a great impact over stress and self-confidence of adolescents. Researcher also stated that adolescents with high level of emotional maturity have ability of handling, leading and adjusting themselves as per the situations, which results in high level of self-confidence.

#### **4.7) Emotional maturity and Gender differences**

**Singh et al., 2013** conducted a study to measure and equate the social and emotional maturity of students of class XI based on gender differences. The researchers have collected the data of 277 students on their socio-demographic characteristics by using a self-designed questionnaire. Rao's Social Maturity Scale was used to measure the data of social maturity of the respondents and emotional Maturity Scale was used to measure the data of emotional maturity of the respondents. It was found during the study that both the social maturity and emotional maturity are positively and significantly related to each other. It was also found from the study that there are no differences in social maturity and emotional maturity of the students due to gender differences. In addition to this study, **(Kaur, 2001)** also found an insignificant relationship between emotional maturity score of male and female students. Likewise, **Subbarayan and Visvanathan (2011)** also conducted a study to measure the emotional maturity among college students on the basis of gender differences. It was found from the study that the emotional maturity among college students is not affected by gender differences while the level of emotional maturity among college students was found extremely unstable in nature. **(Shilpa.S, 2013)** has also done a study to examine the emotional maturity among adolescent based on gender differences. It was found from the study that emotional maturity among adolescents does not vary due to gender differences.

In contrast to the above mentioned studies the following studies have found difference in emotional maturity of the respondents due to gender differences. **(Madhavi and Valli, 2012)** in this study researchers have made an attempt to measure the level of emotional maturity among the college students on the basis of different demographic characteristics such as, gender, type of college government or private, locality-rural or urban. A sample of 160 students of junior level was used in the study. It was found from the study that the emotional maturity among college students varies due to gender differences. A significant difference has been found in the emotional maturity of male and female students. It was also found from the study that type of college does not affect the emotional maturity among the college students, while the locality of the students has a significant affect over the emotional maturity of the college students. **(Marilingappa, H., 2012)** has conducted a study to examine the emotional maturity among adolescents who are differently abled and physical abled. The study also investigated the difference in emotional maturity of male and female adolescents who are differently abled and physical abled. The study used the sample size of 100 students studying in high school, having an equal proportion of adolescents who are differently abled and physical abled. The study has found no significant difference in the emotional maturity of male and female students who are differently abled while the significant difference has been found in the emotional maturity of male and female students who are physical abled.

**4.8) Priti Suman and A.K Das Mohapatra 2010:** Many researchers have recently focused on the role of emotions at work. This study mainly contributed towards the association between emotional intelligence and work performance. 90 employees from both private and public sectors were selected using the simple random sampling. The selection procedure of the organization was on convenience sampling method. Hypothesis set was employees with higher EI would outperform those with lesser EI.

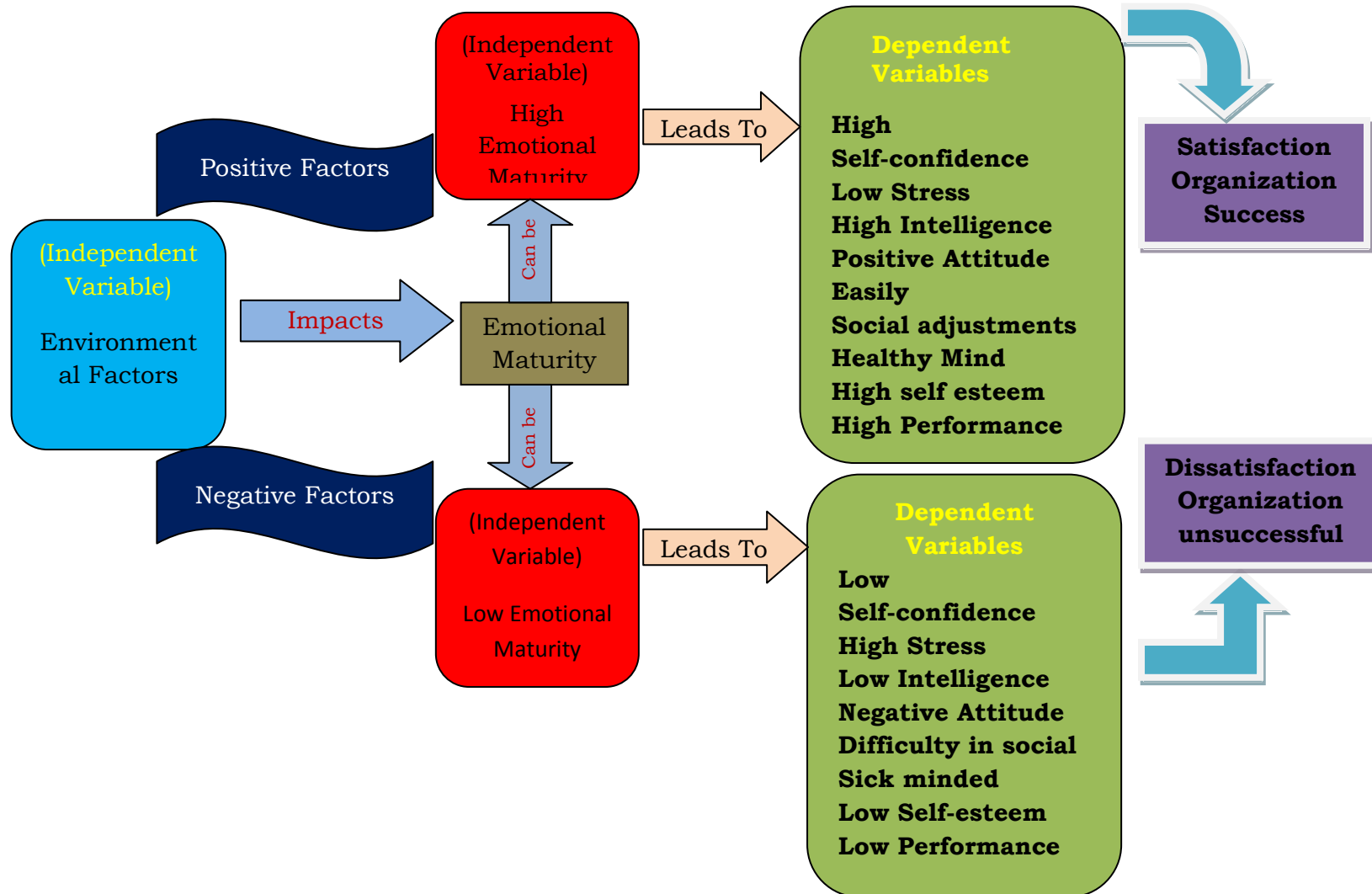


It was proved that Emotional intelligence is a predictor of work performance. individuals with higher levels of emotional intelligence is associated with their high performance. The analysis found statistically significant positive correlations between scores on the emotional intelligence scale and scores on the performance scales. This means that increased emotional intelligence scores were associated with increased performance among executives working in various sectors. Experienced executives scored significantly higher on EI scale compared to less experienced executives.

### **A Comprehensive Model for Measuring Effects of the EM**

Fig 3 is a comprehensive model for measuring the effects of the emotional maturity on various components. The below model has been constructed based on review of literature. Environmental factors affect the emotional maturity of a person. Environmental factors include home environment, working status of parents, number of siblings, place of living etc. Environmental factors may be positive or negative which may form high or low emotional maturity respectively. Positive environmental factors forms high emotional maturity leading to high self confidence, high intelligence, healthy mind and easy adjustments, low stress and high performance. In turn, it helps in excellent performance, organization success and satisfaction. Reverse is also true. Negative environmental factors forms low emotional maturity in turn low self confidence, low intelligence, difficulty in adjustments , high stress and low performance. This results in dissatisfaction, organizational un-success.

Fig 3



## **5. Summary of the Findings**

Following are the main findings of the study:

1. Emotional maturity is positively related to the self-esteem variable.
2. Mental well-being of an individual highly affected by the emotional maturity
3. Emotional mature students tend to be intelligent also.
4. Environmental factors have great effect over the emotional maturity of an individual.
5. Emotionally mature people are able to make social adjustments easily and effectively.
6. Attitude and emotional maturity both are related to each other. Emotional maturity helps in forming the attitude of a person.
7. Emotionally mature persons can manage the stress more effectively than others
8. Emotionally mature person tend to be more self-confident than others
9. Gender differences have no effect on the emotional maturity of a person

## **6. Conclusions: Gaps from the Literature Review**

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. In addition, very few literatures are available where researchers have found the impact of emotional maturity over stress.

Similarly, very few literatures are available where researchers have found the impact of emotional maturity over self-confidence.

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