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A Review of Emotional Maturity and Academic Stress among Adolescent Girls: Insights from Sirohi District

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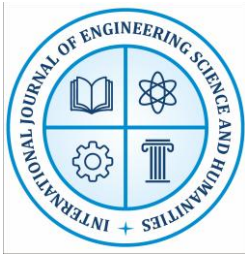
ABSTRACT

Adolescence represents a formative stage marked by intense emotional, psychological, and academic challenges, especially for girls who often face societal expectations alongside academic pressures. This review examines the relationship between emotional maturity and academic stress among adolescent girls in Sirohi District, Rajasthan. Emotional maturity, defined as the ability to understand, regulate, and express emotions appropriately, plays a crucial role in determining how adolescents respond to academic demands and external pressures. The study synthesizes existing literature to explore how emotional maturity influences stress management, academic performance, and psychological well-being. Findings suggest that girls with higher emotional maturity display greater resilience, self-regulation, and problem-solving abilities, which help them cope with academic stress more effectively. In contrast, emotional immaturity is linked to anxiety, low motivation, and decreased academic efficiency. The review also highlights the impact of socio-cultural and economic factors prevalent in rural areas like Sirohi, which often limit access to emotional education and mental health support. It emphasizes the need for school-based interventions, including emotional intelligence training, mindfulness programs, and counseling services, to strengthen emotional competencies among adolescent girls. Developing these skills can promote not only academic success but also long-term emotional stability and personal growth.

Keywords: Emotional Maturity, Academic Stress, Adolescent Girls, Sirohi District, Emotional Intelligence

1. INTRODUCTION

Adolescence marks a critical transitional phase in human development characterized by rapid physical, psychological, and emotional changes. During this period, individuals experience a heightened sense of self-awareness, identity exploration, and sensitivity to environmental stimuli. Emotional maturity, which refers to the ability to understand, regulate, and appropriately express emotions, plays a pivotal role in shaping adolescents' responses to life challenges. Among adolescent girls, emotional maturity becomes particularly significant due to the combined influence of biological, social, and cultural expectations that shape their emotional and



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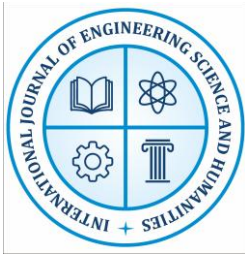
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behavioral expressions. The developmental period often coincides with heightened academic demands, peer pressures, and evolving social roles that may either strengthen or undermine emotional stability. Academic stress—arising from performance expectations, examinations, parental pressure, and competition—has become a pervasive concern among school-going girls. In the context of rural regions such as the Sirohi District of Rajasthan, limited access to psychological support, gender-based societal norms, and educational disparities further compound these challenges, making emotional maturity an essential buffer against academic stress.

Understanding the interplay between emotional maturity and academic stress among adolescent girls in Sirohi District is vital for developing effective educational and psychological interventions. Emotional immaturity can lead to maladaptive coping mechanisms, anxiety, or poor academic outcomes, while higher emotional maturity enhances resilience, self-regulation, and problem-solving abilities. Previous research suggests that emotionally mature adolescents demonstrate better concentration, academic persistence, and interpersonal relationships, contributing to overall academic well-being. However, regional studies focusing on rural Indian districts remain limited, leaving a research gap in culturally contextualized understanding. The socio-economic conditions, parental education levels, and traditional gender roles prevalent in Sirohi District may uniquely influence both emotional development and stress perception. This review thus aims to synthesize existing literature to explore how emotional maturity affects the academic stress levels of adolescent girls in this region. By highlighting key findings, theoretical frameworks, and local socio-cultural factors, the paper seeks to provide insights for educators, policymakers, and mental health practitioners to design contextually relevant programs that enhance emotional competence and reduce stress among adolescent learners. Ultimately, fostering emotional maturity during adolescence not only supports academic achievement but also contributes to the holistic development and psychological well-being of young girls navigating complex educational and social landscapes.

2. SIGNIFICANCE OF EMOTIONAL MATURITY DURING ADOLESCENCE

Emotional maturity holds immense significance during adolescence, a period marked by rapid physical, cognitive, and socio-emotional transformations. It represents the ability to manage emotions constructively, maintain emotional balance, and respond adaptively to life's challenges. For adolescents, particularly girls who often face unique socio-cultural expectations and psychological pressures, emotional maturity serves as a stabilizing force that promotes self-awareness, empathy, and resilience. It enables them to navigate conflicts, cope with academic pressures, and establish healthy interpersonal relationships. Emotionally mature adolescents are better equipped to handle stress, frustration, and peer influence, which are common during this



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developmental phase. Moreover, emotional maturity contributes to sound decision-making, responsible behavior, and a positive self-concept—qualities essential for academic and personal success. In educational settings, it enhances concentration, motivation, and problem-solving ability, leading to improved performance and reduced anxiety. Psychologically, it fosters a sense of control and inner harmony, protecting individuals from maladaptive responses such as aggression, withdrawal, or depression. Given that adolescence lays the foundation for adult personality and social adjustment, nurturing emotional maturity at this stage becomes crucial for long-term mental health and well-being. In contexts like India, where cultural and familial expectations significantly influence adolescent behavior, emotional maturity helps balance traditional values with modern aspirations. Thus, developing emotional maturity during adolescence is not merely an emotional skill but a developmental necessity that shapes one's ability to thrive academically, socially, and psychologically in an increasingly complex world.

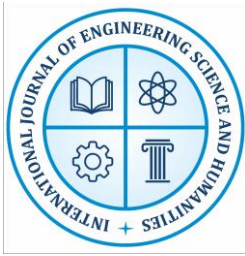
3. RATIONALE FOR SELECTING SIROHI DISTRICT

The selection of Sirohi District for this study is based on its distinctive socio-cultural and educational context, which provides a meaningful setting for examining emotional maturity and academic stress among adolescent girls. Sirohi, a predominantly rural district in southern Rajasthan, is characterized by limited educational infrastructure, traditional gender norms, and socio-economic disparities that influence adolescent development. Many girls in this region face challenges such as early responsibilities at home, limited exposure to psychological guidance, and societal expectations that prioritize conformity over emotional expression. These factors often intensify stress related to academic performance and self-identity. Furthermore, schools in rural Sirohi typically lack trained counselors and emotional support systems, making students more vulnerable to stress and anxiety. Studying this population allows for the exploration of how environmental, cultural, and economic variables shape emotional maturity and coping mechanisms. The district thus serves as a representative case for understanding the intersection of gender, education, and emotional well-being in rural India, offering valuable insights for designing targeted interventions and mental health programs for adolescent girls in similar settings.

4. CONCEPTUAL FRAMEWORK

Definition and Dimensions of Emotional Maturity

Emotional maturity refers to an individual's ability to understand, manage, and express emotions in a balanced and socially appropriate manner. It reflects the degree to which a person can control emotional impulses, adapt to changing circumstances, and respond to challenges with stability and empathy. An emotionally mature individual demonstrates resilience, tolerance for frustration, and the capacity to delay immediate gratification in favor of long-term well-being.



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Emotional maturity is not innate but develops progressively through experiences, social interactions, and cognitive growth, particularly during adolescence when emotional regulation undergoes significant refinement. Scholars such as Walter D. Smitson (1974) describe emotional maturity as the process through which personality attains stability and self-understanding. The major dimensions of emotional maturity include emotional stability, emotional progression, social adjustment, personality integration, and independence. Emotional stability ensures composure under stress, while progression signifies growth in handling complex emotions. Social adjustment emphasizes harmonious relationships, and personality integration ensures inner coherence. Independence reflects self-reliance and balanced decision-making. Together, these dimensions define the overall emotional competence necessary for adaptive functioning. In educational contexts, emotional maturity enables adolescents to face academic pressures and interpersonal challenges with poise, fostering both academic success and psychological well-being.

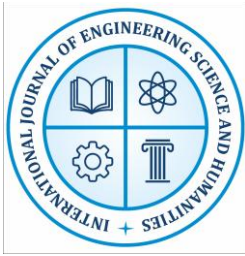
Concept and Sources of Academic Stress

Academic stress refers to the psychological distress arising from academic-related demands that exceed an individual's adaptive capacity. It encompasses feelings of pressure, anxiety, and worry associated with examinations, grades, workload, and performance expectations from teachers, parents, and peers. For adolescents, particularly girls, academic stress often stems from a combination of internal and external factors—such as fear of failure, competition, time constraints, and self-imposed perfectionism. External sources include parental expectations, rigid school systems, and societal pressure to achieve academic excellence as a measure of self-worth. In developing regions like Sirohi District, additional stressors such as inadequate educational facilities, limited guidance resources, and socio-economic barriers intensify the burden. Academic stress manifests in both physiological symptoms (like headaches, fatigue, and sleep disturbances) and psychological effects (such as anxiety, irritability, and low self-esteem). While moderate stress can act as a motivator, excessive and prolonged stress hampers concentration, memory, and learning efficiency. It may also lead to emotional instability and burnout. Understanding the sources of academic stress is therefore crucial for educators and parents to create supportive environments that reduce anxiety, promote adaptive coping mechanisms, and enhance overall academic performance among adolescents.

Theoretical Perspectives on Emotional Development

(e.g., Erikson's Psychosocial Theory, Goleman's Emotional Intelligence Model)

Theoretical frameworks on emotional development provide valuable insights into how emotions evolve and influence human behavior. Erik Erikson's Psychosocial Theory emphasizes that emotional development occurs through eight stages of life, each defined by a central conflict.



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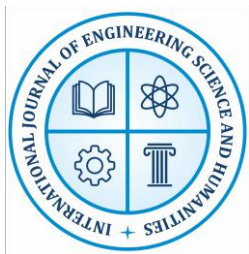
During adolescence, the key stage—Identity vs. Role Confusion—focuses on self-definition and emotional stability. Successful resolution leads to a coherent sense of identity and mature emotional functioning, while failure may result in confusion and insecurity. Complementing Erikson, Daniel Goleman's Emotional Intelligence (EI) Model offers a modern framework that links emotional awareness with success and well-being. Goleman identifies five core components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions collectively represent the foundation of emotional maturity. Adolescents with high EI demonstrate better stress management, interpersonal relationships, and decision-making capabilities. Both theories underscore the importance of social context and self-regulation in shaping emotional maturity. In the context of academic life, these frameworks explain why emotionally intelligent students handle stress more effectively and maintain better focus. Integrating these perspectives helps understand emotional maturity not merely as a personal trait but as a developmental process influenced by cognitive growth, environmental factors, and social interactions.

Relationship between Emotional Maturity and Academic Stress

The relationship between emotional maturity and academic stress is inherently reciprocal and dynamic. Emotional maturity acts as a protective factor that enables adolescents to manage academic stress effectively, while academic stress can serve as a test of emotional resilience. Emotionally mature individuals exhibit self-control, problem-solving ability, and realistic goal-setting, which help them cope with academic challenges without succumbing to anxiety or frustration. Conversely, emotional immaturity—marked by impulsiveness, low tolerance for frustration, and poor emotional regulation—amplifies the effects of academic stress, leading to decreased academic performance and emotional instability. Studies have shown that students with higher emotional maturity levels tend to perceive academic challenges as opportunities for growth rather than threats, thus maintaining better motivation and mental balance. Emotional maturity also fosters adaptive coping strategies such as time management, self-reflection, and seeking social support. In contrast, emotionally immature adolescents are prone to avoidance behaviors or emotional outbursts. Therefore, promoting emotional maturity among students is essential for reducing stress-induced dysfunctions, improving concentration, and enhancing academic outcomes. In educational settings like those in Sirohi District, where resources are limited, emotional maturity serves as a critical internal resource for psychological resilience and academic perseverance.

Gender and Socio-cultural Factors Affecting Emotional Maturity

Gender and socio-cultural factors significantly influence the development and expression of emotional maturity. In many traditional societies, including rural India, girls are often socialized



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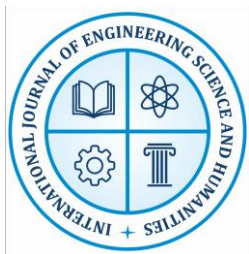
to be more emotionally expressive, empathetic, and compliant, whereas boys are encouraged to suppress emotions and display independence. This gendered emotional conditioning shapes how adolescents perceive and manage emotions. Adolescent girls, for instance, may demonstrate higher emotional awareness but also greater vulnerability to stress due to societal expectations of conformity and modesty. Socio-cultural norms, family environment, and educational opportunities further impact emotional development. In communities such as those in the Sirohi District, where patriarchal structures and economic limitations prevail, girls often face restricted emotional outlets and heightened pressure to balance academic pursuits with domestic responsibilities. Limited exposure to counseling or emotional literacy programs also constrains emotional growth. Cultural stigmas surrounding emotional expression, particularly in girls, can lead to internalized stress or anxiety. However, supportive family relationships, positive peer interactions, and inclusive educational practices can enhance emotional maturity. Understanding these gender and cultural influences is crucial for developing interventions that foster emotional competence while respecting cultural values, thereby promoting holistic development among adolescent girls.

5. LITERATURE REVIEW

Emotional Maturity

Khan and Jameel (2024) emphasize that emotional regulation greatly influences secondary school students' academic achievement by helping them manage stress, focus on learning, and adapt to challenges. Students with strong emotional control perform better academically as they can handle pressure, setbacks, and peer interactions more constructively. Emotional regulation enhances concentration, motivation, and problem-solving, leading to resilience and perseverance in difficult learning situations. The study highlights the role of teachers and schools in nurturing these skills through mindfulness, stress management, and social-emotional learning (SEL) programs. Parental involvement is also key to reinforcing emotional control at home. Overall, emotional regulation supports both academic success and personal growth, preparing students for lifelong achievement.

Kumar and Ahmad (2023) found that emotional maturity significantly affects academic success among B.Ed. students, with those in general education showing higher emotional maturity than those in special education. This gap is linked to the cognitive and emotional challenges faced by special education students. Emotional maturity helps learners handle stress, stay focused, and build resilience, improving academic outcomes. Students with high emotional maturity also demonstrate empathy, self-awareness, and better social relationships. The study suggests incorporating emotional intelligence training into teacher education programs to prepare educators to foster emotional and academic development in their students. Mindfulness and self-



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reflection techniques can further strengthen coping skills in both general and special education contexts.

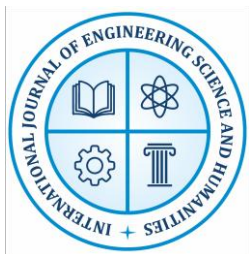
Gholami Gherashiran et al. (2022) explored how marriage attitude and emotional maturity predict marital stability. Positive attitudes toward marriage and high emotional maturity were linked to stronger relationships, better communication, and lower conflict levels. The study found that emotional maturity had a greater influence on men's marital stability, while marriage attitude was more critical for women. Emotional regulation and adaptability were key factors in resolving conflicts and maintaining relationship satisfaction. The research underscores the value of premarital counseling and emotional intelligence training to promote emotional growth and reduce marital instability, emphasizing that emotional maturity is essential for long-term relational harmony.

Negi, Rajkumari, and Rana (2022) examined how metacognition—thinking about one's own thinking—affects moral reasoning and emotional maturity. Individuals with strong metacognitive skills are more self-aware, empathetic, and capable of ethical decision-making. Metacognition enhances emotional regulation, impulse control, and critical reflection, helping people handle conflicts thoughtfully rather than reactively. The study found that such individuals show greater emotional resilience, ethical sensitivity, and interpersonal understanding. By promoting self-monitoring and reflective thinking, metacognition strengthens both emotional intelligence and moral judgment. Integrating metacognitive training in education can therefore foster ethical awareness, emotional balance, and personal growth, contributing to stronger moral and psychological development.

Kurnia et al. (2020) demonstrated that using mini-movie media is an effective educational tool to teach children about sexual violence prevention while enhancing emotional maturity. Mini-movies use engaging visual stories to convey age-appropriate lessons about body safety, consent, and recognizing inappropriate behavior. They also promote empathy, self-awareness, and decision-making through emotional storytelling. Interactive discussions after viewing reinforce understanding and provide a safe space for expression. The study highlights the role of parents and teachers in guiding these conversations to build emotional resilience and awareness. Incorporating mini-movies into school programs makes learning both engaging and protective, helping children develop confidence and emotional intelligence while understanding personal safety.

Academic Stress

Khan, M., & Jameel, H. T. (2024) Emotional regulation is essential for academic achievement as it enables students to manage stress, maintain focus, and persist through challenges. Khan and Jameel (2024) found that students with strong emotional regulation skills display higher



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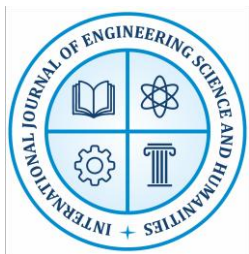
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motivation, resilience, and adaptability, leading to better learning outcomes. Such students handle test anxiety effectively, remain engaged, and show improved self-discipline and time management. Emotional regulation also enhances problem-solving and cognitive flexibility, which are crucial for academic success. Schools can nurture these abilities through emotional intelligence training, mindfulness activities, and social-emotional learning (SEL) programs that build self-awareness and impulse control. Additionally, parental support and positive peer interactions reinforce healthy emotional coping strategies. Focusing on emotional regulation not only boosts academic performance but also strengthens mental well-being, preparing students with vital life skills for future success.

Yousef, S. A. (2023) study highlights the strong link between academic stress and depression among female nursing students, who often face demanding coursework, long clinical hours, and emotional pressure from patient care. Many students experience moderate to high stress levels, which correlate with anxiety and depressive symptoms. Those lacking social support or coping mechanisms are particularly vulnerable. Academic stress not only harms mental health but also reduces motivation and academic performance. The study emphasizes the importance of integrating stress-management strategies such as mindfulness, counseling, and peer support in nursing education. Universities should prioritize wellness programs and mental health awareness to help students cope with stress effectively. Addressing these issues is crucial for maintaining both emotional health and professional competence in future healthcare workers.

Park (2020) examined how academic stress among high school girls can lead to physical health issues, particularly affecting oral health. Chronic stress from academic pressure, parental expectations, and social demands often results in symptoms like jaw pain, bruxism (teeth grinding), mouth ulcers, and gum inflammation. Stress can also cause poor oral hygiene, irregular eating habits, and weakened immunity, making students more prone to dental problems. Girls may be more susceptible due to hormonal changes and emotional sensitivity. The study underscores the need for stress-reduction initiatives such as relaxation training, balanced routines, and health education to mitigate these effects. Promoting emotional well-being alongside physical care can help maintain both academic performance and overall health in adolescents.

Londhe (2019) explored how academic stress contributes to anxiety and depression among high school students, noting clear gender differences in coping and expression. Girls often report higher stress levels due to emotional sensitivity, perfectionism, and societal pressures, while boys may externalize stress through behavioral changes or withdrawal. Excessive academic pressure can lead to persistent worry, sadness, or self-doubt, affecting both mental health and learning. Supportive school environments, strong family relationships, and effective coping



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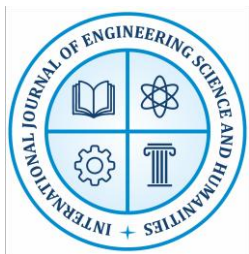
mechanisms are key in managing stress. The study recommends fostering open discussions about mental health, encouraging healthy study habits, and implementing school-based programs to help students manage academic pressure. Such initiatives are vital for ensuring emotional stability and academic success for both boys and girls.

Bhujade (2017) identified depression, anxiety, and academic stress as interconnected mental health challenges among college students. Academic demands, deadlines, and career-related worries often trigger emotional distress, reducing focus, motivation, and social engagement. Anxiety manifests as constant worry and restlessness, while depression leads to sadness and hopelessness. Female students generally report higher anxiety and depression levels due to emotional and social pressures. Other contributing factors include financial strain, adjustment difficulties, and isolation. The study calls for universities to enhance counseling services, introduce stress management workshops, and promote supportive campus cultures. Encouraging self-care, balanced routines, and peer support can significantly reduce mental health issues and improve students' overall academic and emotional well-being.

Adolescent Girls

Witchel, S. F., et al. (2019) Polycystic Ovary Syndrome (PCOS) is a prevalent hormonal disorder affecting women of reproductive age, including adolescent girls. It results from hormonal imbalances, particularly elevated androgens and insulin resistance, leading to irregular menstruation, anovulation, and ovarian cyst formation. Adolescents with PCOS often experience irregular periods, acne, hirsutism, hair thinning, and weight gain, accompanied by emotional issues such as anxiety and depression due to physical and social pressures. If untreated, PCOS may cause infertility, metabolic syndrome, and increased risks of diabetes and cardiovascular disease. Treatment focuses on symptom management and improving quality of life through hormonal contraceptives for cycle regulation and acne control, lifestyle changes for insulin resistance, and medications like metformin when necessary. Psychosocial support and education about PCOS are crucial for helping girls cope emotionally and physically. Early diagnosis and a multidisciplinary approach are essential to prevent long-term complications and promote overall well-being.

Kleemans, M., et al. (2018) The study Picture Perfect: The Direct Effect of Manipulated Instagram Photos on Body Image in Adolescent Girls explores how exposure to digitally altered social media images affects girls' self-perception. Viewing idealized, edited photos on Instagram often leads to body dissatisfaction, low self-esteem, and negative self-comparisons. The research, based on social comparison theory, reveals that girls tend to evaluate themselves against unrealistic beauty standards, resulting in emotional distress and risky behaviors like extreme dieting or over-exercising. These distorted perceptions contribute to anxiety, depression, and



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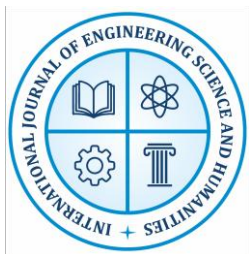
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pressure to conform to digital ideals. The study underscores the importance of media literacy education to help adolescents critically assess manipulated content, challenge unrealistic beauty norms, and foster body positivity. Encouraging authentic self-image and balanced social media use can mitigate harmful psychological effects.

Van Eijk, A. M., et al. (2016) The systematic review Menstrual Hygiene Management Among Adolescent Girls in India highlights challenges faced by girls in maintaining menstrual hygiene due to cultural taboos, economic barriers, and inadequate infrastructure. Many girls rely on unhygienic materials like cloth instead of sanitary pads, increasing health risks such as infections. The review shows that limited awareness, lack of clean facilities, and social stigma surrounding menstruation contribute to shame, absenteeism from school, and poor reproductive health. It emphasizes the urgent need for menstrual education, improved access to affordable sanitary products, and better water and sanitation infrastructure. Policy interventions promoting menstrual hygiene management are crucial for enhancing girls' health, dignity, and educational participation across India.

Temin, M., et al. (2013) This study examines how migration affects adolescent girls in developing countries. Migration—driven by poverty, education, or safety—can offer opportunities but also poses serious risks, including exploitation, abuse, and loss of social support. Girls migrating alone or without documentation are especially vulnerable to trafficking and violence. While migration may open paths to education and economic independence, it can simultaneously increase emotional and physical insecurity. Gender norms and patriarchal systems further restrict girls' access to resources and safety. The study calls for protective policies ensuring access to education, legal aid, and healthcare for migrant girls. Empowering them through education and resilience-building is vital for reducing vulnerabilities and enabling them to benefit from migration's potential advantages.

Costigan, S. A., et al. (2013) This systematic review explores how excessive screen-based sedentary behavior impacts adolescent girls' health. Prolonged screen time—through smartphones, computers, and television—is linked to obesity, poor cardiovascular health, and reduced physical fitness due to inactivity. It also disrupts sleep and increases fatigue. Psychologically, excessive screen use contributes to anxiety, depression, and social isolation, particularly through negative social media comparisons that harm self-esteem. Moreover, it can impair concentration and academic performance. The review stresses the importance of balancing screen use with physical activity and social engagement. Schools, parents, and health professionals should promote healthy screen habits, encourage outdoor recreation, and raise awareness about mental health risks to foster overall well-being among adolescent girls.



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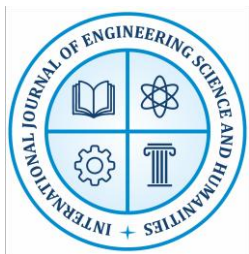
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6. SUMMARY OF REVIEWED STUDIES

The reviewed studies collectively highlight the vital role of emotional regulation and maturity in influencing academic, personal, and social outcomes among adolescents and young adults. Khan and Jameel (2024) underscore how emotional regulation enhances focus, resilience, and stress management, directly improving academic performance. Similarly, Kumar and Ahmad (2023) establish that emotional maturity correlates strongly with academic success, especially among B.Ed. students, emphasizing the need for emotional intelligence training in teacher education. Extending the concept to adult life, Gholami Gherashiran et al. (2022) demonstrate that emotional maturity and positive marital attitudes contribute to marital stability and effective conflict resolution, reinforcing emotional regulation as a life skill. Negi, Rajkumari, and Rana (2022) connect emotional maturity with metacognition and moral reasoning, showing how reflective thinking and self-awareness enhance ethical behavior and emotional resilience. Meanwhile, Kurnia et al. (2020) highlight the use of innovative tools such as mini-movie media to develop emotional maturity and awareness in children while teaching preventive knowledge about sexual violence. Together, these studies emphasize that emotional regulation and maturity are not only central to academic achievement but also foundational to social adjustment, mental health, and moral development. They collectively advocate for integrating emotional intelligence, mindfulness, and reflective practices into educational and developmental frameworks to strengthen overall psychological well-being and life readiness among youth.

7. RESEARCH GAPS IDENTIFIED

Despite growing research on emotional maturity and regulation, notable gaps remain in understanding their contextual and demographic variations. First, limited empirical studies focus on rural adolescents, such as those in districts like Sirohi, where socio-cultural and economic constraints may uniquely affect emotional development and academic stress. Most research, including Khan and Jameel (2024) and Kumar and Ahmad (2023), centers on urban or tertiary-level students, leaving a gap in early and middle adolescent populations. Additionally, while emotional maturity's link with academic performance is well-established, fewer studies explore its interaction with gender, family environment, and cultural expectations, which significantly influence emotional expression in developing societies. There is also insufficient focus on intervention-based research—few studies evaluate the long-term effects of emotional intelligence training, mindfulness, or metacognitive programs on student outcomes. Moreover, technological and media-based educational tools, like those proposed by Kurnia et al. (2020), remain underexplored in the context of emotional development. The lack of cross-cultural and longitudinal studies limits understanding of how emotional maturity evolves over time and across social contexts. Future research should thus adopt an interdisciplinary and inclusive



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approach, integrating socio-emotional, cultural, and psychological perspectives to address these gaps and develop more comprehensive, context-specific strategies for enhancing emotional maturity and reducing academic stress.

8. PROBLEM STATEMENT

Adolescent girls today face increasing levels of academic stress, which significantly affects their emotional well-being and overall development. The transition through adolescence is marked by rapid physical, emotional, and psychological changes, often intensified by societal expectations, gender roles, and academic competition. Emotional maturity, which encompasses self-regulation, resilience, and the ability to manage one's emotions constructively, plays a crucial role in how adolescents cope with these pressures. However, many girls struggle to achieve emotional stability, leading to heightened anxiety, poor academic performance, and low self-esteem. In regions like Sirohi District of Rajasthan, these challenges are compounded by socio-economic constraints, limited access to mental health resources, and traditional cultural norms that often restrict emotional expression among girls. Despite the growing recognition of emotional maturity as a protective factor against stress, there is a lack of region-specific research exploring this relationship in rural Indian contexts. This gap hinders the development of effective educational and psychological interventions tailored to adolescent girls' needs. Therefore, the present study seeks to examine the link between emotional maturity and academic stress among adolescent girls in Sirohi District, aiming to provide insights that can inform policy decisions, school programs, and community-level mental health initiatives.

9. CONCLUSION

The review of emotional maturity and academic stress among adolescent girls in Sirohi District highlights the intricate relationship between emotional development and academic well-being during a critical stage of growth. Emotional maturity emerges as a key determinant in helping adolescents navigate academic demands, social expectations, and psychological pressures effectively. Girls who possess higher emotional maturity demonstrate better stress management, adaptability, and problem-solving skills, leading to improved academic performance and emotional stability. However, the findings also reveal that socio-cultural factors, economic limitations, and lack of emotional education in schools significantly hinder the emotional development of girls, particularly in rural settings like Sirohi. The persistence of academic stress, coupled with limited access to counseling and guidance, underscores the urgent need for comprehensive emotional support systems within educational institutions. Integrating emotional intelligence training, mindfulness practices, and stress management programs into school curricula can empower adolescent girls to cope with challenges more effectively. Moreover, parental involvement and community awareness are vital in fostering supportive environments



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that nurture both academic and emotional growth. The study thus concludes that promoting emotional maturity is not only essential for academic success but also for holistic development and mental well-being. Strengthening emotional competence among adolescent girls in rural India will ultimately contribute to building resilient, confident, and empowered young women.

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