

Review of Emotional Maturity and Family Environment on the Personality Adjustment of Secondary School Students

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Abstract: Emotional maturity and family environment are two important psychological and social factors that influence the personality adjustment of secondary school students. Adolescence is a sensitive developmental period in which students experience considerable emotional, cognitive, social, and behavioural changes. During this stage, the ability to understand, regulate, and appropriately express emotions becomes essential for healthy personality development and effective adjustment. Emotional maturity enables students to cope with frustration, stress, conflict, failure, and interpersonal difficulties in a balanced manner.

At the same time, the family environment provides the primary social context in which children develop emotional security, self-concept, communication patterns, values, attitudes, and interpersonal behaviour. A supportive, harmonious, and accepting family environment can promote emotional stability and positive personality adjustment, whereas excessive conflict, rejection, overprotection, inconsistent discipline, or inadequate communication may contribute to emotional difficulties and maladjustment.

Keywords: Emotional Maturity, Secondary School Students, Adolescence, Emotional Stability, Family Relationships, Psychological Adjustment

I. INTRODUCTION

Secondary school education represents an important developmental stage because students are passing through adolescence, a period characterised by rapid physical, emotional, cognitive, and social development. At this stage, students begin to develop a more independent identity while simultaneously attempting to meet expectations from parents, teachers, peers, and society. These developmental demands can create emotional pressure and adjustment difficulties. Personality adjustment refers to the ability of an individual to maintain psychological balance and establish satisfactory relationships with the surrounding social and educational environment. For secondary school students, effective adjustment is reflected through emotional stability, self-confidence, appropriate social behaviour, responsible decision-making, and the ability to cope with academic and interpersonal challenges.

Emotional maturity plays an important role in determining how students respond to these challenges. It involves the capacity to understand one's emotions, control emotional reactions, tolerate frustration, accept reality, and respond to situations in a socially appropriate manner. A student with higher emotional maturity is generally better equipped to deal with examination pressure, criticism, failure, peer conflict, and changes in relationships. In contrast, emotional immaturity may be expressed through impulsive behaviour, excessive anger, anxiety, withdrawal, aggression, or difficulty coping with stressful situations.

The family is another major influence on personality development. Family is the first social institution in which a child learns communication, cooperation, discipline, responsibility, affection, and acceptable social behaviour. The emotional climate of the family can therefore have a lasting influence on the child's personality and adjustment. Families characterised by affection, trust, communication, mutual respect, and appropriate parental guidance can provide



emotional security. Conversely, frequent parental conflict, rejection, excessive control, neglect, and poor communication may create insecurity and emotional difficulties among adolescents.

The relationship between these variables is not necessarily independent. Family experiences may influence emotional maturity, while emotional maturity may determine how effectively students respond to family and school situations. Therefore, examining emotional maturity and family environment together provides a broader understanding of personality adjustment among secondary school students.

II. EMOTIONAL MATURITY AND PERSONALITY ADJUSTMENT

Emotional maturity can be understood as the ability to experience emotions without allowing them to interfere excessively with rational thinking, social relationships, and everyday functioning. It does not mean the absence of negative emotions; rather, it involves recognising emotions and responding to them in an appropriate and controlled manner. Secondary school students encounter numerous situations that test their emotional maturity, including academic competition, examinations, friendship problems, parental expectations, changes in self-image, and concerns regarding future education and careers.

Emotionally mature students are generally capable of postponing immediate emotional reactions and considering the consequences of their behaviour. They can accept disappointment, tolerate frustration, communicate their feelings, and seek assistance when required. These characteristics contribute directly to personality adjustment because adjustment requires the individual to balance personal needs with environmental demands.

Dimension of Emotional Maturity	Possible Contribution to Personality Adjustment
Emotional stability	Promotes calm and balanced behaviour
Self-control	Reduces impulsive and aggressive responses
Frustration tolerance	Helps students cope with failure and disappointment
Self-awareness	Improves understanding of personal strengths and weaknesses
Independence	Encourages responsible decision-making
Adaptability	Helps students adjust to changing situations
Social sensitivity	Supports healthy interpersonal relationships
Realistic attitude	Facilitates acceptance of limitations and circumstances

Emotional maturity is particularly important in academic adjustment. Students who are unable to manage anxiety and frustration may experience difficulty concentrating, reduced motivation, avoidance of challenging tasks, and negative reactions to academic feedback. On the other hand, students with better emotional regulation may be more persistent and capable of maintaining motivation despite temporary failures.

Personality adjustment also includes social and interpersonal dimensions. Adolescents increasingly depend on peer relationships for acceptance and identity development. Emotional maturity enables students to manage disagreements, accept differences, resist unnecessary peer pressure, and maintain healthy friendships. Thus, emotional maturity can act as an important psychological resource that supports successful adjustment across school, family, and peer environments.

III. FAMILY ENVIRONMENT AND PERSONALITY ADJUSTMENT

The family environment includes the emotional atmosphere, communication patterns, relationships, discipline practices, parental expectations, cohesion, and general interaction among family members. Since children spend a substantial part of their early and adolescent lives within the family, these experiences can strongly influence their developing personality.

A positive family environment is typically characterised by affection, emotional support, open communication, cooperation, reasonable discipline, and respect for individual needs. Such an environment can provide adolescents with a sense of security and belonging. When students feel accepted by their parents and other family members, they may develop greater self-esteem and confidence, which can contribute to better adjustment in school and society.



In contrast, a stressful family environment may create emotional and behavioural problems. Persistent parental conflict, harsh punishment, neglect, excessive expectations, or lack of communication can increase emotional insecurity. Adolescents exposed to such conditions may experience difficulties in controlling emotions and maintaining positive relationships.

Family Environment Factor	Expected Influence on Students
Family cohesion	Develops belongingness and emotional security
Parental warmth	Supports self-esteem and confidence
Open communication	Encourages emotional expression
Democratic discipline	Promotes responsibility and independence
Parental support	Helps students cope with stress
Family conflict	May increase emotional and behavioural difficulties
Excessive control	May restrict autonomy and decision-making
Neglect	May contribute to insecurity and poor adjustment

The family environment can also influence students' attitudes towards education and achievement. Parents who provide encouragement and realistic expectations may help adolescents develop constructive attitudes towards academic challenges. However, excessive academic pressure may have the opposite effect by increasing stress and fear of failure. Therefore, the quality of parental involvement is more important than involvement alone.

IV. RELATIONSHIP BETWEEN EMOTIONAL MATURITY, FAMILY ENVIRONMENT AND PERSONALITY ADJUSTMENT

Emotional maturity and family environment should be considered interconnected factors in understanding personality adjustment. The family provides the initial environment in which emotional responses are learned and regulated. Through parental modelling, communication, reinforcement, and discipline, children gradually learn how to express emotions and respond to difficult situations. A supportive family can therefore facilitate the development of emotional maturity.

At the same time, emotionally mature students may be better able to manage family-related difficulties. For example, a student with strong emotional regulation may respond constructively to disagreement rather than reacting aggressively or withdrawing completely. This suggests that the relationship between family environment and adjustment may be influenced by the student's individual emotional characteristics.

The overall relationship can be represented conceptually as:

Supportive Family Environment → Emotional Maturity → Better Personality Adjustment
and

Unfavourable Family Environment → Emotional Difficulties → Poorer Personality Adjustment

However, this relationship should not be interpreted as completely deterministic. Students are also influenced by teachers, peers, school climate, socioeconomic conditions, individual personality characteristics, and broader social experiences. Some adolescents may demonstrate strong adjustment despite family difficulties because of supportive teachers, peers, counsellors, or other protective factors.

Variable	Positive Characteristics	Likely Adjustment Outcome
Emotional maturity	Stability, self-control, tolerance	Better personality adjustment
Family environment	Warmth, cohesion, communication	Greater emotional security
Parental support	Encouragement and guidance	Higher confidence
Family conflict	Frequent disagreement and tension	Increased adjustment difficulties
Emotional regulation	Appropriate expression of feelings	Better social relationships
Independence	Responsible decision-making	Improved personal adjustment
School support	Counselling and teacher encouragement	Better coping and adaptation



The literature broadly supports the view that emotional maturity and a healthy family environment are associated with more favourable adjustment outcomes. This indicates that interventions aimed at improving student adjustment should not focus exclusively on academic performance. Emotional development and family relationships should also be considered important components of secondary education.

V. CONCLUSION AND EDUCATIONAL IMPLICATIONS

The review establishes that emotional maturity and family environment are important factors in the personality adjustment of secondary school students. Adolescence is a developmental period in which students face multiple emotional, social, academic, and personal challenges. Emotional maturity provides students with the ability to regulate emotions, tolerate frustration, make responsible decisions, and maintain healthy interpersonal relationships. A supportive family environment, meanwhile, provides emotional security, acceptance, guidance, and opportunities for developing confidence and independence.

The combined influence of these factors is particularly significant. Positive family relationships can contribute to emotional maturity, while emotional maturity can help students cope constructively with difficulties encountered at home and school. Conversely, emotional instability combined with an unfavourable family environment may increase the possibility of adjustment problems.

Educational institutions should therefore adopt a comprehensive approach to student development. Schools can provide counselling services, emotional-learning programmes, life-skills education, peer-support activities, and opportunities for students to develop communication and coping skills. Teachers should create supportive classroom environments in which students can express concerns without fear of unnecessary criticism. Parents can contribute by maintaining open communication, providing emotional support, avoiding excessive comparison, and establishing reasonable expectations.

Overall, personality adjustment should be viewed as the outcome of continuous interaction between individual emotional characteristics and the social environment. Greater attention to emotional maturity and family relationships can help secondary school students develop healthier personalities, stronger interpersonal relationships, improved coping abilities, and more successful adjustment to the demands of adolescence and education.

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