

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study**Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study****Dr.Prathibha M V, Assistant Professor, Department of Psychology, REVA University,****Bangalore, India****Mobile no: 9916692157****Email id: prathibha.mv@reva.edu.in, prathibhaushankar@gmail.com****Abstract**

Adolescence is considered as the agate of “stress and storm” and characterized by risky and impulsive behaviors. In the Indian scenario 12th/II PUC is a major educational transition period.

Thus the present study is focused to understand the level of Emotional Maturity, Impulsivity and Self-confidence and relationship between them among adolescents studying in IIPUC. Sample was selected from 4 private colleges in Bangalore, which includes 133 Female students and 76 Male students. The sample were selected using purposive sampling method. Emotional Maturity Scale developed by Singh and Bhargava (1991), Self Confidence Scale developed by Gupta (2005) and Impulsivity scale developed by Stanford et al., 2009 was used to collect the data and the data was analysed using Pearson correlation. The results indicated that the sample of the study was found to be Extremely Emotionally Immature, have above average level of Impulsivity and moderate levels of Self Confidence. Emotional Maturity was found to be significantly negatively correlated with Impulsivity and significantly positively correlated with Self Confidence. Impulsivity and Self Confidence was found to be significantly negatively correlated.

Key words: Emotional Maturity, Impulsivity, Self Confidence, Adolescents, India, II PUC.

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Introduction

Adolescents' are characterized by heightened Emotionality, which may be the result of physical, psychological or environmental causes, which leads to upset homeostasis, predisposes them to accidents, decreases mental efficiency (memory, concentration and reasoning), increases rigidity, narrows the perceptual field and decreases ability to respond to environment clues, affects school work and social adjustment. Emotional Maturity results from emotional development and the display of emotions appropriate to one's chronological age. It reflects emotional adjustment, stability and self-regulation. The adolescents of these troubled times are found to be the victims of the changes to a large extent and hence rightly deserve more attention. In this context present study has been planned to understand the relationship between Emotional Maturity, Impulsivity and Self-Confidence among Adolescents

According to the author of Emotional Maturity Scale Singh and Bhargava (1999) Emotionally Mature individual is not, one who necessarily has resolved all conditions that aroused anxiety and hostility but the one, who is continually involved in a struggle to gain healthy integration of feeling, thinking and action.

Impulsivity

Impulsivity is a multidimensional construct that includes poor inhibition of motor responses, a relatively strong preference for immediate rewards over long-term rewards, increased engagement in risky behaviours, and aggression (Dalley, Everitt, & Robbins, 2011).

Adolescence is a developmental period characterized by heightened impulsivity (Steinberg, et.al, 2008), as the prefrontal areas of the brain are not completely developed. In general adolescents struggle to keep themselves cool in social situations because it is observed that

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

many crimes are committed during adolescence involve emotionally troubled social situations, such as conflict.

Self Confidence

‘Self Confidence’ is the ability to trust, one self and one’s ability or aptitude to engage successfully or at least adequately with the world.

Self Confidence is a phenomenological construct. It is a characteristic (or) an aspect of Self Concept. It is an attribute of perceived self. In general terms Self Confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and get things go alright (Basavanna, 1975 as cited by Gupta 2005).

A self-confident person is ready to rise to new challenges, make use of opportunities and deal with difficult situations and can take responsibility when things go wrong. A certain amount Self Confidence along with appropriate knowledge and skills enables people to be very effective. Self-confidence is essentially an attitude which allows a person to have a positive and realistic perception of oneself and one’s abilities.

REVIEW OF LITERATURE

Rawat and Singh (2016) conducted a comparative study on Emotional Maturity of Adolescents from two different educational settings, viz. Co-education and Non-coeducation. 160 adolescents from coeducation and 160 from Non-coeducation schools were randomly selected from Uttarkashi and U.S Nagar districts of Uttarakhand. Emotional Maturity Scale was used to assess Emotional Maturity. Results revealed that adolescents from Co-educational schools, in both the districts, were more Emotionally Progressive, Socially Adjusted and independent as compared to those studying in Non-coeducational schools. The prominent reason for significant difference in Emotional Maturity across different

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

educational setting was observed to be school Gender Composition, School Climate and Traditions, and Confounding Factors.

Kumar (2014) conducted a study to investigate Emotional Maturity of Adolescent students in relation to Family Relationship. Sample of 60 adolescent students (30 Boys & 30 Girls) of higher secondary level were selected from Karnal city. The results revealed that there is a significant Gender difference in Emotional Maturity of Adolescents. The results also revealed that there is significant relationship between Emotional Maturity and Family Relationship of Adolescent students.

Singh (2017) conducted a study a correlational study on Academic Achievement and Emotional Maturity of Adolescents. Sample of the study included 240 adolescents studying in Secondary Schools in Faridabad. Emotional Maturity Scale was used for the collection of data and the results revealed that there is positive relationship between Academic Achievement and Emotional Maturity of Adolescents.

Impulsivity as a variable has been extensively studied on the western population among Adolescents', findings of those studies are presented in the following section.

A study was conducted by Galvan et al., (2007) to examine neural correlates of risk-taking behaviour in adolescents in relation to children and adults, in order to predict who may be at greatest risk and the findings of the study suggests that in adolescence, some are more prone towards risky behaviours because of developmental changes in concert with variability in the predisposition to engage in risky behaviour, rather than to simple changes in Impulsivity.

Piko and Pinczés (2014) conducted a study to examine interrelationships among adolescent depressive symptomatology, types of aggressive behaviours (verbal, physical, psychic), Impulsivity and other aspects of one's personality (venturesomeness, empathy and self-efficacy). Data collection occurred in Debrecen (Hungary) during the first semester of the

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

year 2012, using classes from three high schools (N = 413), 237 (57.4%) boys and 176 (42.6%) girls. The self-administered questionnaire contained variables of mental health beyond sociodemographics. Girls reported more depressive symptoms and a higher level of empathy. In terms of aggression, a significant gender difference was detected only in the case of physical aggression for boys. Based on multiple regression analyses, Impulsivity acted as a risk factor both for mean levels of depressive symptomatology and aggression subscales. Besides, lack of empathy was related to aggressive behaviour. In both genders, self-efficacy was positively associated with verbal and physical aggression. Among girls, self-efficacy was a negative predictor of psychic aggression. To conclude, a strong interrelationship was found among depressive symptomatology, aggressive behaviours and Impulsivity, and this association may be coloured by risk-taking/venturesomeness, empathy, and self-efficacy.

Lockwood et al., (2017) conducted a study on Impulsivity and self-harm in adolescence: a systematic review. The systematic review examined the association between Impulsivity and Self-harm in community-based adolescents aged 11-25 years and aims to integrate findings according to differing concepts and methods. Electronic searches of EMBASE, MEDLINE, PsychINFO, CINAHL, PubMed and The Cochrane Library, and manual searches of reference lists of relevant reviews identified 4496 articles published up to July 2015 out of which 28 met the inclusion criteria. Twenty-four of the studies reported an association between broadly specified Impulsivity and Self Harm. Findings varied according to the conception and measurement of Impulsivity and the precision with which Self-harm behaviours were specified. Specially, lifetime non-suicidal Self-injury was most consistently associated with mood-based Impulsivity-related traits. However, Cognitive facets of Impulsivity (relating to difficulties maintaining focus or acting without forethought) differentiated current Self-harm from past Self-harm. These facets also distinguished those with thoughts of Self-harm

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

(ideation) from those who acted on thoughts (enacting). The findings suggested that mood-based Impulsivity is related to the initiations of Self-harm, while cognitive facets of Impulsivity are associated with the maintenance of Self-harm. In addition, Behavioural Impulsivity is most relevant to Self-harm under conditions of negative affect. Collectively, the findings indicate that distinct Impulsivity facets confer unique risks across the life-course of Self-harm. From a clinical perspective, the review suggests that Interventions focusing on reducing rash reactivity to Emotions or improving Self-regulation and decision making may offer most benefit in supporting those who Self-harm

Visser (2017) conducted a study to find the influence of Psychological Factors and Self-confidence on Study Success and Dropout. Sample included 4650 students from the Inholland University (Netherlands) of Applied Sciences. Participants filled in an online survey, with multiple questionnaires related to the main research variables: psychological factors and the criterion variables dropout and study success. Self-confidence is also taken into account as a moderator and the predictors' gender, ethnicity, prior education, intrinsic motivation and self-discipline are taken into account as control variables. The results showed that there is no direct or indirect effect of psychological factors on study success. Only the control variables gender, ethnicity and some prior educations were related to dropout and study success.

Goel and Aggarwal (2012) conducted a comparative study on Self Confidence of single child and child with sibling. 80 children were being selected on random sampling basis out of cluster of students of class IX and X in the area of NCR. Out of which 40 students were single child and 40 students were children with siblings. The results of the study showed that there is significant difference between Self Confidence of single child and child with sibling.

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Rathee (2017) conducted a study to find the relationship between Self Confidence and Academic Procrastination among senior secondary school student. Random sampling was used and selected a sample of 60 school students. The results found that there is a positive correlation between Self Confidence and Academic Achievement.

Emotional Maturity and Self Confidence

Rani, et.al., (2015) conducted a study on the impact of Emotional Maturity on Self Confidence and insecurity of adolescents. 2x2 factorial design was adopted in the study. All the four groups i.e. high emotionally mature Males, high emotionally mature Females, low emotionally mature Males and low emotionally mature Females, comprised of 25 subjects with a total of 100 subjects in the age range of 15-17 years. Tools utilized were Emotional Maturity Scale, Agnihotri's Self -Confidence Inventory and Security Insecurity (S-I) Inventory. Results indicated that adolescents who were high emotionally mature had more Self Confidence and higher sense of security in comparison to low emotionally mature adolescents. Gender of the adolescents had no impact on these variables

Kaur (2015) conducted a study to find the relationship between self-confidence of adolescents and Emotional Maturity. Sample 200 Male and Female adolescents studying in senior secondary classes from various schools of Ludhiana district of Punjab to find out the relationship of their Self Confidence and Emotional Maturity. The findings revealed that there was no significant relationship between self-confidence and Emotional Maturity of adolescents but significant relationship was found between self-confidence and Emotional Maturity of Female adolescents.

Methodology

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Aim

To study the relationship between Emotional Maturity, Impulsivity and Self-Confidence among Adolescents.

Objectives

The researcher has framed the following objectives for the present study

1. To assess the level of Emotional Maturity, Impulsivity, Self-Confidence of Adolescents.
2. To examine the relationship between Emotional Maturity, Impulsivity and Self-Confidence.

Operational Definitions

- **Adolescence:** the developmental period of transition from childhood to adulthood; that involves biological, cognitive and socio-emotional changes (Santrock, 2008)
- **Emotional Maturity:** A process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally* (Smitson, 1974).

*Intrapersonal or interpersonal maturity refers to how well we mature in our relationships. Do we mature to the point of giving emotionally to those around us such as giving approval and encouragement to others as opposed to remaining focused on one-self. Emotional Maturity or intra-psychic maturity has to do with such things as how mature we are in developing self-discipline, having a strong work ethic remaining faithful to a spouse, taking care of our health such as a healthy diet (Smitson, 1974).

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

- **Impulsivity:** a predisposition to rapid and unplanned reactions to internal and/or external stimuli without adequate regard for possible negative consequences (Moeller, et, al. 2001).
- **Self Confidence:**an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right (Basavanna, 1975).

Sample:

Sampling method: Purposive Sampling.

Sample was selected from 4 private colleges in Bangalore. Sample includes 133 Female students and 76 Male students.

Inclusion Criteria:

- Adolescents who are studying in second PUC in the selected colleges.
- Adolescents who are willing to participate.
- Adolescents who are available during the time of data collection.

Exclusion criteria

- Adolescents who are not well versed in English language.

Scales used:

Table 3.1: depictsthe measurement scales used for the study

Sl no	Name of the Instrument	Author/year	Measures	Reliability	Validity

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

1	Emotional Maturity Scale	Singh and Bhargava (1991)	Emotional Stability, Emotional Progression, Social adjustment, Personality Integration, Independence	Test-retest reliability- 0.75	Criterion validity 0.64
2	Self Confidence Inventory	Gupta (2005)	Self-Confidence	Split-half- .91 Test-Retest- 0.78	0.82
3	Barratt Impulsiveness Scale	Stanford et al., 2009	Impulsivity	0.72 to 0.83	

Research Design: Survey research design

Procedure:

Data was collected from students of 4 colleges in Bangalore by group administering the scales. Participants of the study were divided into smaller groups of 30-35 students for the convenience of group administration of scales. Data collection was done in 3 different sessions and each session lasted for 30 minutes approximately. Appropriate descriptive and inferential statistics was computed using SPSS 16.0. Pearson correlation was computed to find the relationship between Emotional Maturity, Self Confidence and Impulsivity.

Results and Discussion

The first objective of the study was to assess the level of Emotional Maturity, Impulsivity, Self Confidence.

Table 4.1: Depicts the descriptive statistics for the all the variables of the study.

	N	Mean	S.D	Interpretation
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Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Emotional Maturity	209	113.59	23.71	Extremely Emotionally Immature
Impulsivity	209	69.45	10.18	Above Average
Self Confidence	209	26.13	8.26	Moderate

Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally (Smitson, 1974). Emotional Maturity was assessed using Emotional Maturity Scale developed by Singh and Bhargava (1991) according to which scores ranging from 107-204 indicates extreme emotional immaturity and scores ranging from 50-80 indicates extreme Emotional Maturity. The mean score obtained by the sample was found to be 113.59 with a standard deviation of 23.71. Referring to the norms, the obtained mean score indicates that the sample was found to be Extremely Emotionally Immature. The result of the present study is in accordance with study on adolescents by Subbarayan and Visvanathan (2011) who found a higher degree of Immaturity among adolescents.

Impulsivity is a predisposition to rapid and unplanned reactions to internal and/or external stimuli without adequate regard for possible negative consequences (Moeller, et al., 2001). Impulsivity was assessed using Barratt Impulsiveness Scale developed by Stanford et al., (2009). High score on this test means highly Impulsive and low score means less Impulsive. In the absence of norms for Impulsivity Scale the level of Impulsivity was determined based on the theoretical range i.e. the minimum possible score is 30 and the maximum possible score is 120. The mean score obtained by the sample was found to be 69.45 with the standard deviation of 10.18, hence the mean scores indicate that the sample had above average level of Impulsivity.

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Self Confidence is an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right (Basavanna, 1975, as cited in Self-Confidence scale by Gupta, 2005). The Self Confidence was assessed using Self Confidence Inventory developed by Gupta (2005). Based on the norms given by the author, scores ranging from 47-56 indicates low Self Confidence and scores ranging from 0-5 indicates high Self Confidence. The obtained mean score of the sample was found to be 26.13 with the standard deviation of 8.26. Referring to the norms, the obtained mean score indicates that the adolescents had moderate level of Self Confidence.

The second objective of the study was to analyse the relationship between Emotional Maturity, Self Confidence and Impulsivity of adolescents.

Table 4.2: Depicts the relationship between Emotional Maturity, Impulsivity, Self-Confidence.

	Emotional Maturity	Impulsivity	Self Confidence
Emotional Maturity	—	.19**	.38**
Impulsivity	—	—	.16*

*Significant at 0.05 level, ** Significant at 0.01 level, N.S not significant

It is clear from the table 4.2 that Emotional Maturity is found to be significantly positively correlated with Impulsivity and Self Confidence, indicating that higher the level of Emotional Immaturity higher will be the level of Impulsivity and lower will be the level of and Self Confidence. Impulsivity is found to be significantly positively correlated with Self

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Confidence indicating that higher the level of Impulsivity lower will be the level of Self Confidence.

Table 4.2 depicts the obtained correlation between Emotional Maturity and Impulsivity (0.19) was found significant at 0.01 level. The statements on the Emotional Maturity Scale are framed in negative sentences. Hence a high score means low Maturity and vice versa.

Extreme Emotional Immaturity of adolescents can be attributed to the heightened emotional tension which results from physical and glandular changes (Arnett 1999) that are taking place during Adolescence and the Social Conditions around them such as additional responsibility related to new roles, identification with opposite sex, gender roles, identification with peer group, etc. Some of the events of adolescents' life like romantic relationship, end of their schooling, anxiety about future tend to make them emotionally disturbed. Absence of an outlet for pent-up emotional energy can cause emotional outburst in adolescents' which is perceived as Emotional Immaturity by the adults. The unrealistic aspirations of adolescents about themselves and their friends and family members found to be responsible for heightened emotionality. The more unrealistic aspirations of adolescents make adolescents get angry, hurt, disappointed when they feel others have let them down or they have not lived up to the goal set by themselves (Hurlock, 2004).

Poor development of certain areas of the brain and the associated neurological factors involved in processing the rewards tend to contribute for making adolescents get involved in more risky behaviours which in turn leads to Impulsivity among Adolescents (Cohen, 2007). Impulsivity during adolescence is also associated with negative emotions experienced, which may stem from the factors such as Gender, Temperament, Personality, limited Brain Maturation-linked to Self-Control (Panarello, 2011). Hence Impulsivity could be considered as one of the prominent behavioural trait among adolescents. The results of the present study also reveal that the sample has moderate level of Impulsivity. However, respondents with

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

high level of Impulsivity have reported that Impulsivity is due to low self-control, restlessness, racing of thoughts (cited from responses to Impulsivity scale items).

During Adolescence regulating Emotional distress often becomes priority over Impulse-control and individuals who experience emotional distress tend to value short term pleasures which would relieve their distress, as a result adolescents' tend to involve in impulsive behaviours (Shiv & Fedorikhin, 2002). Research has also found that adolescents' who reported high levels of negative emotions also reported elevated urges to engage in risky behaviour, thereby indicating association between Emotional Immaturity and Impulsive behaviour. The obtained significant positive correlation between Emotional Maturity and Impulsivity indicates that, higher the Emotional Immaturity higher will be the Impulsivity among the Adolescent participants which can be attributed to the negative Emotions like, feelings of anger, depression and anxiety which may disrupt adolescents' fragile control over their impulses and urges.

Table 4.2 depicts the obtained correlation between Emotional Maturity and Self-Confidence (0.38) was found to be significant at 0.01 level. The statements on the Emotional Maturity and Self-Confidence are framed in negative sentences. Hence a high score means low Emotional Maturity and low Self-Confidence and vice versa.

Thus the obtained positive correlation indicates that, lower the Emotional Maturity lower is the Self-Confidence of the sample. The obtained results are in accordance with the previous research findings (Pastey & Aminbhavi, 2006).

The results of the present study also reveal that the sample has moderate level of Self-Confidence. However, respondents with low Self-Confidence have reported that it is due to the feelings of helplessness, worthlessness, fear of failure, feelings of insecurity, and problems in decision making (Cited from responses to Self-Confidence Scale items). A Self

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

Confident person found to have realistic view of their capabilities which make him/her determined towards their accomplishments whereas low Self Confidence make an adolescent suffer from uncertainty, insecurity, and fear and is often socially distant (Rubio, 2007 as cited in Rani, et al., 2015).

The components of Emotional Maturity i.e, Emotional Adjustment (Dumas et al., 2009) and Emotional Stability (Crocetti, et.al., 2008) was found to be related to successful identity development of adolescents 'that account for one's Self Confidence.

It is clear from table 4.2 that the obtained correlation between Self Confidence and Impulsivity (0.16) was found to be significant at 0.05 level. The obtained positive correlation indicates that, lower the Self Confidence of respondents higher is their Impulsivity.

According to Erickson's (1963) theory of psychosocial development, in the process of finding a sense of personal identity adolescents tend to behave in unpredictable and impulsive manner. Adolescents who fail to resolve Identity Crisis remain unsure of their beliefs and desires. They tend to remain insecure and confused about themselves and the future. To establish the sense of self, adolescents experiment with different roles, activities and behaviours resulting in unpredictable and impulsive behaviour.

The successful resolving of Identity Crisis leads to the development of virtue of "fidelity" which is characterized by self-esteem and Self Confidence in adolescents' which are essential to associate freely with people. Self-Confidence tends to influence the values, loyalty, and interpersonal and social integrity.

The positive correlation obtained between Self Confidence and Impulsivity can be explained in terms of responses to certain items on Self Confidence Scale. Individuals with high Impulsivity tend to respond in a similar manner with regard to statements of Self Confidence related to future orientation, thinking about multiple aspects, concentration ability, careful

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

planning and self-control. Adolescents who receive proper encouragement and reinforcement in the process of exploration of self will be sure of their abilities, beliefs and desires. They feel secure and confident about themselves and their future. They tend to have strong sense of self and a feeling of independence and control. Thus achieve a greater control over their impulses that accounts for association between Self Confidence and Impulsivity.

Conclusions

1. The sample of the study was found to be Extremely Emotionally Immature.
2. The sample of the study was found to have above average level of Impulsivity The sample of the study was found to have moderate levels of Self Confidence
3. There is a negative significant relationship between Emotional Maturity and Impulsivity.
4. There is a significant positive relationship between Emotional Maturity and Self Confidence.
5. There is a significant negative relationship between Impulsivity and Self Confidence.

Implications

- In the context of Karnataka State, II PUC being a major life event and Academic success, Self Confidence, Social Competence, Stress level tend to depend upon Emotional Maturity. Participants being in Adolescence period, Emotional Immaturity being an important component, there is an immediate need to address the Emotional component of especially PUC students.
- Impulsivity and Self Confidence was found to be the contributing factor to Emotional Maturity. Hence, Intervention programme can be planned to address these factors.

Limitations

- Impact of stream of education on the correlates of the study could have been selected.

Suggestions

Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

- Longitudinal studies can be planned to understand the development and ramification of Emotions.
- The other correlates of Emotional Maturity such as like Family Environment and Parenting Styles could also be examined

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Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

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Emotional Maturity, Impulsivity and Self-Confidence: A Correlational Study

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