

EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS

Venkata Siva Lakshmi Ganta ¹ and Cherukuri Narayanamma ²

¹ Assitant Professor, Rayapati Venkata Ranga Rao, College of Education, Guntur

² Research Scholar, Dept. of Education, Acharya Nagarjuna University

ABSTRACT

The study is aimed at finding the emotional maturity of higher secondary school students. A random sampling technique was used to select the sample. The researcher selected 120 higher secondary school students from 6 government and 6 private Higher Secondary Schools of Prakasam district of Andhra Pradesh. The emotional Maturity Scale was developed and standardized by Dr. Roma Pal. The scale consists of 40 statements. The reliability coefficient of the split-half method and test-retest for this scale were 0.74 and 0.77. The results of this investigation showed that nearly 61.17% of the sample Higher secondary school students possess extremely unstable emotional maturity. The remaining 30.83% of the sample have unstable emotional maturity. The Higher Secondary School Students differ in their levels of emotional maturity. It is also found that there is no significant differences occurred among Higher Secondary School Students when compared on the variables of Gender, Locality, type of management and academic stream,

Introduction

Emotional pressure during adolescence is increasing day by day. Emotions are the basic primitive forces by nature, allowing the organism to withstand the most laborious conditions for survival. Emotions are a way of acting, a way of blending into the world; They can be constructive and destructive. Emotions have a strong relationship with desires, needs, and interests. Healthy emotional development goes hand in hand with emotional maturity. Emotional maturity is the product of much of the interaction between the home environment, the school environment, society, culture, and the programs you watch on television. A mentally mature person can adjust better with himself and others. He accepts reality and does not whisper for small things. Emotional maturity is known as the process of impulse control by the agency of the self or ego. Dosanjh (1960), "Emotional maturity means balanced personality. The ability to control disturbing emotions, to show stability and endurance under stress, and to be patient and without a neurotic tendency".

Experts have described the term emotional maturity in many ways usually the effective decision making power of a personality model. It also helps us to control puberty development. Personality from a scientific point of view is the organization of certain traits and emotional maturity is one of them. The process of emotional maturity is never complete because a person with good mental health will continue to grow more and more. Therefore, when we say that the main goal of a good educational program is to help learners achieve emotional maturity, it is not a specific and productive achievement that can be graded or rated on graduation day. Current conditions, along with adolescents, cause children to struggle and lead to many psychological problems such as anxiety, tensions and depression and emotional dissatisfaction in daily life. So, compared to anatomy, the study of emotional life is now developing into a detailed science. It deals with the interaction of forces with intensities and magnitudes. Available tests

measure the degree of crude and mainly dependence. Since self-acceptance is an important aspect of maturity, it must first be approved by others. Emotional maturity is always relative. However, emotional maturity develops throughout life. It is a form of a person's maturity, from which one can retreat very quickly. Psychologically more mature during adolescence as parents are allowed to accept responsibilities and become independent and self-sufficient.

Definitions of Emotional Maturity

According to Walter D. Smitson (1974), "Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically, and intra-personally." Crow and Crow (1974) said, "An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour" (as cited in Kasundra & Singh, 2008).

Need of the Study

Emotional maturity at the college stage in student life plays a key role in developing their personality. Although we call the man a judge, there is no reason to doubt his behaviour, which is controlled by emotions. If you do not know the nature of human life, its behaviour will not be comprehensively evaluated. Furthermore, to live a healthy life in society, proper development of the student's emotional maturity is essential. The conscious mental process of social life is regulated exclusively by the emotional behaviour of the individual. So, if emotional development is not properly developed, then life development is not fulfilled. A person who does not properly develop a positive response to emotional maturity is not considered a perfect person. In such a situation, emotional maturity is required to conform to behavioural standards to develop a good human being.

Review of Related Literature

K. Subbarayan & G. Visvanathan (2011) concluded that the sex, community and family type did not play any role in emotional maturity of college students.

Jain, M.& Pasrija, P. (2014) revealed that no significant difference was found in the emotional maturity of senior secondary school students with the type of schools and gender.

Statement of the problem

The title of the present investigation is "*Emotional Maturity of Higher Secondary School Students*".

Objectives of the present investigation

- To study the significant differences of emotional maturity of Higher Secondary School Students due to variation in their a) Gender b) Locality c) Type of management d) Academic stream

Null Hypotheses

1. Gender of Higher Secondary School Students do not differ in their emotional maturity.
2. Locality of Higher Secondary School Students do not differ in their emotional maturity.
3. Type of management of Higher Secondary School Students do not differ in their emotional maturity.
4. Academic stream of Higher Secondary School Students do not differ in their emotional maturity.

Limitations of this investigation

- Certain variables such as type of family, marital status, religion, annual income of parents, and other aspects are not considered in the present investigation.
- The geographical area of the investigation is limited to Prakasam district of Andhra Pradesh only.
- The sample is delimited to 120 Higher Secondary School Students .
- This study was restricted to 6 government and 6 private Higher Secondary School.
- The study is limited to the following independent and demographic variables of emotional maturity: gender, locality, type of management, academic stream.

Methodology of the study

Sample

A random sampling technique was used to select the sample. The researcher has selected 120 higher secondary school students as a sample for the present study. The sample constituted six government and six private Higher Secondary Schools of Prakasam district of Andhra Pradesh.

Tool used

Emotional Maturity Scale: It was developed and standardized by Dr. Roma Pal. The scale consists of 40 statements. This scale has 5 alternative responses: strongly agree, agree, moderate, disagree, and strongly disagree. The scoring of items of the scale was done by giving a score of 5, 4, 3, 2, and 1 for strongly agree, agree, moderate, disagree, and strongly disagree respectively. The emotional maturity scale on the scores ranges between 40-200. The reliability coefficient of the split-half method and test-retest for this scale was 0.74 and 0.77. The validity coefficient of the present scale with Singh and Bhargava's emotional maturity scale was found to be 0.84.

Statistical Techniques Used

The following statistical methods such as Mean, Standard Deviation, Critical Ratio, were used to analyze the data in this investigation.

Data Analysis**Table 1: Classification of the Total Sample on Emotional Maturity**

Sr. No.	Scores	Size (N)	%	Verbal Description
1	Between 115 and 180 scores	83	69.17%	Extremely Unstable
2	Between 92 and 114scores	37	30.83%	Unstable
Total		120	100.00	

It can be inferred from table 1 that nearly 61.17% of the sample Higher secondary school students possess extremely unstable emotional maturity. The remaining 30.83% of the sample have unstable emotional maturity. The Higher Secondary School Students differ in their levels of emotional maturity.

Table 2: Emotional Maturity of Higher Secondary School Students - Gender - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Gender	Male	60	133.65	12.68	1.64 #
	Female	60	137.46	12.76	

#Not Significant at 0.05 level

The C.R. value (1.64) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The gender of Higher Secondary School Students do not make a significant difference in their emotional maturity.

Table 3: Emotional Maturity of Higher Secondary School Students – Locality of living – Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Locality	Rural	42	128.37	12.34	0.44 #
	Urban	78	129.38	11.46	

Not Significant at 0.05 level

The C.R. value (0.44) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The locality of living of Higher Secondary School Students do not make a significant difference in their emotional maturity.

Table 4: Emotional Maturity of Higher Secondary School Students – Type of management - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Type of management	Govt.	56	133.36	13.75	0.18 #
	Private	64	132.92	12.31	

Not Significant at 0.05 level

The C.R. value (0.18) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The type of management of Higher Secondary School Students does not make a significant difference in their emotional maturity.

Table 5: Emotional Maturity of Higher Secondary School Students – Type of management - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Academic Stream	Arts	42	131.67	12.86	0.35 #
	Science	78	130.78	13.17	

Not Significant at 0.05 level

The C.R. value (0.35) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The type of management of Higher Secondary School Students do not make a significant difference in their emotional maturity.

Major findings of the study

- The results of this investigation showed that nearly 61.17% of the sample Higher secondary school students possess extremely unstable emotional maturity. The remaining 30.83% of the sample have unstable emotional maturity. The Higher Secondary School Students differ in their levels of emotional maturity.
- Gender of Higher Secondary School Students do not make a significant difference in their emotional maturity.
- Locality of Higher Secondary School Students do not make a significant difference in their emotional maturity
- Management of Higher Secondary School Students do not make a significant difference in their emotional maturity
- Academic Stream of Higher Secondary School Students do not make a significant difference in their emotional maturity

Recommendations for Further Studies

The following suggestions are made for further research in this area.

- A similar study may be conducted with a large sample in Andhra Pradesh.
- Correlative studies may be undertaken in different regions of Andhra Pradesh to analyze the impact of culture and on the sociological aspects of life and their influence on emotional maturity.
- Similar studies may be undertaken involving B.Ed. and D.Ed. students and Engineering students studying in various colleges situated in different districts of A.P.

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