

A STUDY OF EMOTIONAL MATURITY OF SECONDARY SCHOOL STUDENTS

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Abstract:

The study aims emotional maturity of secondary school students in the Krishna district. A random sample of 200 was taken on secondary school students in the Krishna district. The emotional maturity scale developed by Dr. Tara Sabapathy was used for assessing the emotional maturity of the participants. Mean, Standard deviation, Percentage of mean, and 't' value were calculated. The study revealed the 90.05% of students have very high emotional maturity. The study also revealed there is no significant difference in gender and locality.

Keywords: Emotional maturity, secondary schools, maturity, stress, Krishna district.

Emotional maturity cannot be described only in a developmental way. Self-control can be viewed as one of the key elements to attaining maturity, but it does not mean suppressing your emotions. Expression of emotions in the appropriate manner at the right time, place, and situation is vital to taking the first step towards emotional maturity. Some people think maturity is keeping control of emotions in all conditions. Some others judge maturity in the trained expression of emotions. A person is considered emotionally mature when he can endeavor to have more stability when responding and be emotionally healthy. An emotionally mature person will adjust to the demands of the environment. He has a positive attitude towards life and strives to achieve control over himself, his emotions, feelings, and reactions. They are flexible and do not like to exaggerate the situation and stress. They do not get engulfed with negativity.

Rene Descartes (1649) identified six simple and primitive passions- wonder, love, hatred, desire, joy, and sadness. He also said that emotions could be any six of these or species of them.

Menninger (1999) states that emotional maturity includes the ability to deal constructively with reality.

Review of related literature:

Henil Mayur Upadhyay (2020) made A study on emotional maturity in an adolescent group.

Studying at a higher secondary school in Western India. The majority of the participants (70.5%) had average emotional maturity, 21.3% of participants had above average emotional maturity, 5.2% participants had below-average emotional maturity, and less than 3% of the participants had emotional maturity levels in the extremes (i.e.,,,,,,, extremely low, low, high and extremely high). Statistical analysis showed no significant difference in the emotional maturity levels between boys and girls.

Sudeshna Majumdar and Shivam Mca (2019) investigated the Emotional Maturity-A Study of Secondary School Students. Findings revealed that regarding the school type, students in Government schools of class IX students are more emotionally mature than in private schools & regarding the gender, girls of class IX are more emotionally mature than boys.

Lakshmi. S. and Krishnamurthy. S (2011) examined the emotional maturity of higher secondary school students. There exists a significant difference between all the subsamples except the age group of higher secondary students. The findings of this study will be eye-opening to the researchers, curriculum practitioners, and parents.

Need and significance of the study:

Emotional maturity helps a person be self-aware, positive, patient, empathetic, self-control, flexible, accountable, etc. This means an emotionally mature person can adapt to all the complexities of life in a peaceful & flexible way. Life is full of complexities, but we have to handle this correctly. If not, then survival is going to be difficult. Hence, every child should be prepared with proper emotional development so that they can cope with any problems that appear in life, and if that, then success is not impossible for them.

Operational Definition of key terms:

Emotional maturity:

Emotional maturity is defined as how well you can respond to situations, control your emotions and behave in an adult manner when dealing with others.

Secondary School students: A formal education who study from VI to X class.

Objectives:

1. To assess the emotional maturity of secondary school students
2. To find out the influence of the following variables on the emotional maturity of secondary school students i.e.
 - a. Gender: Boy / Girl
 - b. Locality : Rural / Urban
 - c. Type of institute: Government/ Private
 - d. Medium of instruction: English / Telugu

Hypotheses:

1. There would be no significant difference between boys and girls in their emotional maturity.
2. There would be no significant difference between rural and urban secondary school students in their emotional maturity.
3. There would be no significant difference between government and private secondary school students in their emotional maturity.
4. There would be no significant difference between English and Telugu medium secondary school students in their emotional maturity.

Method:

The survey method is used in the present study.

Scope of the study:

The scope of the demographic variables is Gender, Locality, type of institute, and medium of instruction.

Delimitations of the study:

- The study is limited to only 200 secondary school students in the Krishna district.
- The study is also limited to demographic variables like Gender, locality, type of institute, and medium of instruction.

Sample and Sampling:

200 secondary school students were selected by using the Simple Random Sampling Technique.

Tools of the Study:

The researcher adopted the Emotional maturity scale is developed by Dr. Tara Sabapathy. The emotional maturity scale is a self-reporting four-point scale. Forty-four items of the scale are in question format demanding information in any of the four options with the scoring of always-4, sometimes-3, rarely-2, and never-1. The higher the scale score, the greater the degree of emotional maturity. The reliability coefficient was 0.81, which is significant at 0.01 level of significance. The correlation coefficient for the whole test was 0.88, which is significant at a 0.01 level of significance.

Data Collection:

The researcher personally visited the secondary schools in the Krishna district and got permission from the secondary school headmasters to collect the data from IX class students. A good rapport was established with the students before administering the tools.

Statistical Techniques to be used:

Mean, SD, % of mean, and 't' value are calculated.

Analysis of the Data:

Objective -1: To assess the emotional maturity of secondary school students

Table-1 : showing mean, % of mean, S.D of the secondary school students

N	Mean	% of mean	S.D
200	99.61	90.55	16.92

The percentage of mean value is 90.66. Present day secondary school students are having high emotional maturity. .

Variable Wise Analysis in emotional maturity

Objective – 2 : To find the influence of the emotional maturity of secondary school students in the following variables i.e. Gender, Locality, Type of Institution, and Medium of Instruction.

Hypothesis -1: There would be no significant difference between boys and girls on their emotional maturity.

Table – 2: Showing mean, S.D. and ‘t’ values of boys and Girls sample of secondary school students.

Gender	N	Mean	SD	SEd	‘t’ value
Boys	125	95.32	16.02	1.166	0.754 ^{NS}
Girls	75	96.20	16.64		

NS – Not significant

at 0.05 levelThe table value 1.96 at 0.05 level and 2.58 at 0.01 level

- The calculated ‘t’ value is 0.754 is less than the table value 1.96 at 0.05 level. There is no significant difference in the emotional maturity of boys and girls. Hence the hypothesis – I is accepted.

Hypothesis – II: There would be no significant difference between rural and urban students on their emotional maturity.

Table – 3 : Showing mean, S.D. and ‘t’ values of rural and urban secondary school students ontheir emotional maturity

Residence	N	Mean	SD	SEd	‘t’ value
Rural	120	97.931	16.52	1.19	0.799 ^{NS}
Urban	80	96.98	16.78		

NS – Not significant at 0.05 levelThe table value 1.96 at 0.05 level and 2.58 at 0.01 level

- The calculated ‘t’ value is 0.799 is less than the table value 1.96 at 0.05 level. There is no significant difference in the emotional maturity of rural and urban secondary school students.Hence the hypothesis – II is accepted.

Hypothesis- III: There would be no significant difference between government and private secondary school students on their emotional maturity.

Table – 4 : showing mean, S.D. and ‘t’ values of Government and private secondary school students on their emotional maturity

Type of Management	N	Mean	SD	SEd	‘t’ value
Government	75	90.39	16.61	1.18	4.169**
Private	125	95.47	16.75		

** – Significant at 0.05 and 0.01 levels

- The calculated ‘t’ value is 4.169 is greater than the table value 1.96 at 0.05 level and the table value 2.58 at 0.01 level. There is significant difference in the

emotional maturity of government and private secondary school students. Hence the hypothesis – III is rejected.

Hypothesis – IV: There would be no significant difference between English and Telugumedium students in their emotional maturity

Table – 5 : Showing mean, S.D. and ‘t’ values of English and Telugu secondary school students ontheir emotional maturity

Medium of instruction	N	Mean	SD	SEd	‘t’ value
English	110	90.24	16.62	1.183	3.372**
Telugu	90	96.25	16.69		

**– Significant at 0.05 level and 0.01 level.

- The calculated ‘t’ value is 3.372 is greater than the table value 1.96 at 0.05 level and 2.25 at 0.01 level. There is significant difference in the emotional maturity of English and Telugu medium secondary school students. Hence the hypothesis – IV is rejected.

Findings

1. From the above table it is observed that 90% of students are having emotional maturity
2. The variables like Gender, Locality n are not significantly influencing the emotionalmaturity of secondary school students .
3. The variable like type of institute and medium of instruction are significantly influencedthe emotional maturity of secondary school students .

Educational Implications

1. The present generation is bright intellectually but lack of emotional balance and stability. Since emotions enter into every phase and fact of life society expects schools to provide health, emotional and development of the children. i.e. future generation.
2. The teacher should try to practice and teach the children which are as possible. This is especially important for the distressing emotions of fear, pain and anger.

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