

A Study on Emotional Maturity of Students of Higher Secondary School

Thousands of candles can be lighted from a single candle, and the life of the candle will not be shortened. Happiness never decreases by being shared.

-----Buddha

Suvankar Biswas

M.Phil. Scholar,
Department of Education,
University of Kalyani, Kalyani,
Nadia, West Bengal, India

Abstract: Emotional maturity refers to ability to understand, and manage, emotions. Emotional maturity enables to create the life desire. A life filled with happiness and fulfillment; define success in our own terms, not societies, and strive to achieve it. Emotional development is one of the major aspects of human growth and development. The aim of the present study is to examine the emotional maturity level among the students of higher secondary schools. Emotional Maturity Scale (EMS) developed and administrated by investigator self was used to measure emotional maturity of students. The study comprised to a small sample of 100 students of four Higher Secondary Schools from based on rural and urban areas in Bongaon Town, State of West Bengal. The reliability was calculated which were 0.72. After analysis of the results, it was found that all H.S. School students have emotionally matured. The results revealed that there is no significant difference in Emotional Maturity of H.S. School Level students based on their Gender and Location.

Keywords: Emotions, Maturity, Emotional Maturity and School

Introduction:

Before describing the emotional maturity at the beginning of this present study, it is vital to know about the emotions and maturity. Etymologically, the word 'Emotion' has derived from the Latin word 'emovere' that means 'to stir up' or 'to excite'. Therefore, Emotions refers to our mind and body as an agitated or excited state. Different psychologists have tried to provide different definitions about 'emotion' in their own ways. Some of them are-

- **According to Woodworth**, "Emotion is a 'moved' or 'stirred-up' state of an organism. It is a stirred of feelings, that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer."
- **Crow and Crow**, "Emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behavior."
- **Charles G. Morris**, "Emotion is a complex affective experience that involves diffuse physiological changes and can be experiences overtly in characteristic behaviors patterns."

So, Emotion as some sort of feelings of affective experiences, which are characterized by some physiological changes that generally lead them to perform some or the other type of behavioral acts¹.

In psychology, Maturity means the ability to the response to the environment in an appropriate manner. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in.²

Emotional maturity refers to your ability to understand and manage your emotions. Emotional maturity observed through thoughts and behaviors when a person faced with a difficult situation his level of emotional maturity is one of the biggest factors in determining his or her ability to cope. Emotional maturity means the degree of realization of person to potential for the richness of living and developed capacity to enjoy things to relate him to others. Emotional maturity is the ability to handle situations without unnecessarily escalating them. Emotions are very important for human's life. Control of our emotion and understand others emotions make a personality of a human being, which is, important for adjustment with Home School and Society. Education related to the mental processes of a human being. Emotion takes a vital role in these mental processes. In the broad thinking, education is a lifelong process. Different situations and interaction with these situations give us a new lesson. Emotional maturity is a vital stage of mind that is necessary for adjustment in these situations. **According to Hurlock**³, "Emotional maturity involves the kind of living that most richly and fully expresses what a person has in him at a level of his development."

¹ Mangal, S.K.(June,2013), Essential of Educational Psychological, (7th ed.), PHI, Delhi, (Chapter 8).

² Wechsler, David (1 March 1950). "Intellectual Development and Psychological Maturity", Child Development, Vol. 21, No. 1 (March 1950), pp. 45-50.

³ Roy, Sushil. Educational Psychology, Soma Book Agency, Kolkata, pp. 145

School is an institution to provide learning spaces and learning environments for the teaching of students under the direction of teachers. In the school premises, students developed emotional maturity more than the home environment. Because there are friends, senior students even teachers. Therefore, the role of school is very important for developed emotional maturity in student's life.

Need of the Study:

Emotional maturity at the higher secondary school stage of students life takes a vital role for developed their personality. Though we call the man a judge of justice, there is no reason to doubt his conduct that controlled by the emotions. If you do not know the nature of human life, its behavior cannot analyze in a comprehensive way. Moreover, in order to lead a healthy life in society, there is a need for proper development of the student's emotional maturity. The conscious mental process of social life has specially controlled by the person's emotional behavior. So if the development of the emotion has not developed properly, then the development of life has not fulfilled. A person who cannot properly develop a positive response to emotional maturity he/she cannot considered as a perfect man. In such a situation, emotional maturity has needed to adapt to the norms of behavior for develop a good human being.

Statement of the Problem:

The problem of the present study has been state as follows:

“A Study on Emotional Maturity among the Students of Higher Secondary School Students”

Review of the Literature:

The review of related literature enables the researcher to define limits of the field. It helps the researcher to delimit and define the problem. In this present study, the reviews of literature are- **Dutta, Jadav, Chetia, Pranab. and Soni, J.C. (2015)** conducted a study in “A Comparative Study of The Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam”. This study conducted in a sample of 1,000 students, out of 1000 students randomly selected 500 students boys and 500 students girls from 32 public and private secondary schools in both districts of Assam. Descriptive survey method used for data collection using the Emotional Maturity Scale (M. Bhargava and Y. Singh 1990). It has been found in the study that there is a major difference between the emotional maturity of secondary school students of both the districts, whether they belong to rural and urban male and female, government and non-governmental men and women, rural men and women and individual rural male and female secondary school students. Urban male and female, private male and female and private urban males and There is no difference between emotional maturity among the urban male and female, private male and female, private urban male and female students of both district's students.

Mallick, Rinku. Singh. Archana, Chaturvedi. Pumam. and Kumar, Narendra. (2014) conducted “A Study on Higher Secondary Students Emotional Maturity and Achievement”. This study found that (i) There is a significant difference between male and female high school students with respect of emotional maturity level (ii) There is no significant difference between rural and urban high school students with respect to the level of emotional maturity. (iii) There is no significant difference between government and government approved high school students with respect on the level of emotional maturity. (iv) There is a significant difference between day scholar and hostel staying higher secondary students with respect to the level of emotional maturity and (v) There is a significant difference between male and female high school students about the levels of achievement in the economics.

Manjeet, Kaur. (2013) conducted a study on “Comparative Study of Emotional Maturity of Senior Secondary School Students”. This study conducted with group of 200 students, 100 boys and 100 girls from Chandigarh government and non-governmental (Private) senior secondary schools. Studies have shown that (a) There is no significant difference between various areas of emotional maturity of government and private school students. (b) There is no significant difference between the emotional maturity level of the boys and girls of senior secondary schools in Chandigarh.

Singh, Rashee. (2012) made a study on “A Comparative Study of Rural and Urban Senior Secondary School Students in Relation to Emotional Maturity”. She found no significant difference between rural and urban, male and female, rural male and rural female and urban male and urban female senior secondary school students in relation to emotional maturity.

Kumar, Tiwari Vinit. (2012) made a study on “A Comparative Study of Emotional Maturity among 8th To 12th Class Students with the Reference of Internet Surfing”. In his study, he carried out with incidental sampling at Hardwar district on 100 students among them 50 (25 boys, 25 girls) were using internet and 50 (25 boys, 25 girls) with no interest in internet surfing. Results indicated that those who were not using internet regularly were more emotionally mature than internet users. It also found that boy's students were better than girls with regard were their emotional maturity.

Objectives of the Study:

The objectives of the study are –

1. To study the emotional maturity of higher secondary school students
2. To find out emotional maturity among the male and female students
3. To find out the emotional maturity among rural and urban areas

Hypothesis of the Study:

1. There is no significant difference in emotional maturity of higher secondary school students with respect their gender.
2. There is no significant difference in emotional maturity of higher secondary school students with respect their location.

Variables of the Study:

In the present research study, the variables are as under-

1. Dependent variable: (a) Emotional Maturity
2. Independent variables: (a) Gender and (b) Location

Scopes of the Study:

1. The present investigation centre round is the emotional maturity among higher secondary school students.
2. The investigation is extended only XI-XII standards pupils.
3. Emotional Maturity mainly concentrated on Higher Secondary School Students with respect to their Gender and Location basis such as Boys and Girls ; Rural and Urban

Delimitations of the Study:

1. The sample is limited to 100 students of higher secondary school.
2. The sample is limited to a sample of four higher secondary schools area, Bongaon Town, State of West Bengal.
3. The study is limited to the following independent or demographic variables of Emotional Maturity: (i) Gender and (ii) Location

Methodology of the Study:

Descriptive Survey method has used for the data collection pertaining to the present investigation.

Sample:

The small samples of 100 higher secondary school students have drawn from the population of pupils of XI-XII standards from four Higher Secondary Schools at the Bongaon Town, State of West Bengal. The sample contains equal number of male and female students as well as equal number of rural and urban students. Four higher secondary schools were selected through Purposive sampling technique and school students were selected through Random sampling technique. The stratification has done based on their gender and living area basis such as rural and urban.

Tool Used:

Emotional Maturity Scale (EMS) developed and administered by researcher or investigator self was used to the Emotional Maturity of the students for the purpose of data collection. It is consisted 60 items with the following five dimensions:

- ❖ Needs Satisfaction
- ❖ Emotional Openness
- ❖ Social Adjustment
- ❖ Personal Integration
- ❖ Decision Making

These draft tool 60 statements divided to 12 statements each dimension set against five point Scale i.e. Always, Frequently, Sometimes, Rarely and Never. Scoring procedure for positive items: 5, 4, 3, 2, 1 respectively Always, Frequently, Sometimes, Rarely and Never. Scoring procedure for negative items: 1, 2, 3, 4, 5 respectively Always, Frequently, Sometimes, Rarely and Never. The researcher standardized the tool according to his study sample. The tool provided to the experts in the Education Department of Kalyani University, State of West Bengal, to establish content validity. Reliability of the tool has established by Split- half method. The reliability of the tool is 0.72. Therefore, the tool is reliable.

Statistical Techniques Used:

In the present study, various statistical measures such as Descriptive and Inferential statistics i.e. Mean, Standard Deviation (S.D.), and T-test have used to find out Emotional Maturity of Higher Secondary School Students with respect to their Gender and Location.

Data Analysis and Discussion:

The collected data were analysed with descriptive and inferential statistical techniques and interpreted.

Hypothesis 1: There is no significant difference in Emotional Maturity of higher secondary school students with respect to their Gender.

Table-1: Summary table of Gender Wise T-Value of Emotional Maturity of H.S. Students

Variable	Gender	N	Mean	S.D.	df	t-value	Level of Significance
Emotional Maturity	Boys	50	210.7	17.39	98	1.10	NS
	Girls	50	213.3	15.31			

NS – Not Significant at both levels

It was understood from the Table -1 that the calculated T-value is 1.10 less than the tabulated value 1.98 at 0.05 level and 2.63 at 0.01 level of significance with df 98. This implied that there was no significant difference between in Emotional Maturity of Higher Secondary School students with respect to their gender in the Bongaon Town, State of West Bengal. Hence, the null hypothesis has accepted.

Graph I: Showing the comparison of Mean & S.D of Emotional Maturity of H.S School Students of Boys and Girls

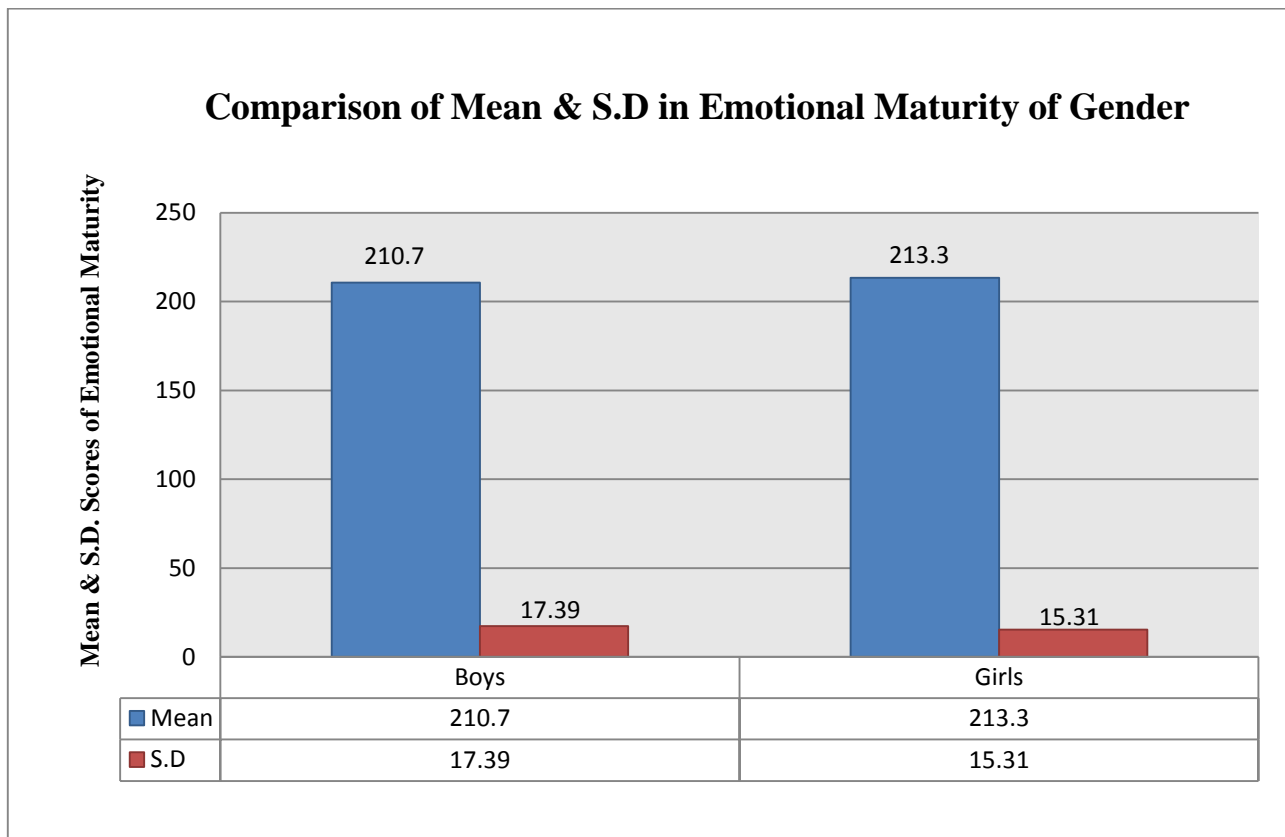


Fig 1: Graphical Representation of comparison of Mean & S.D in Emotional Maturity of Gender basis

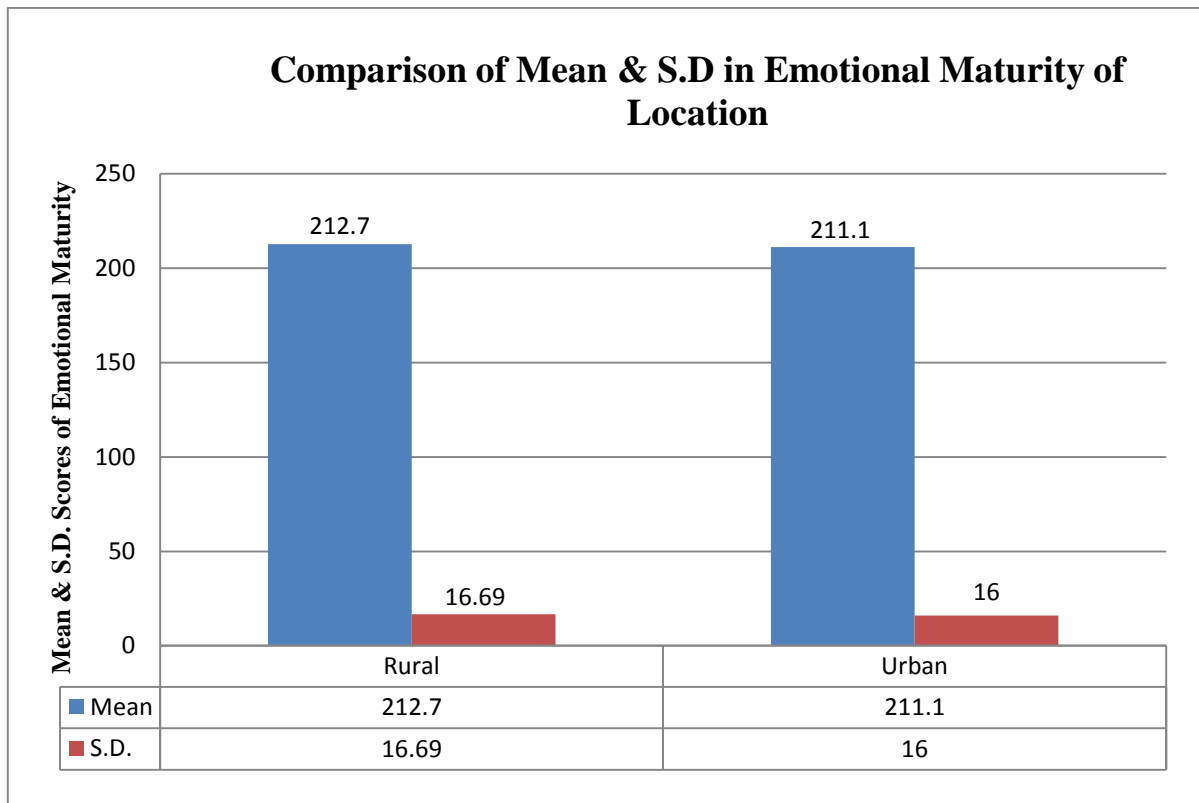
Hypothesis 2: There is no significant difference in Emotional Maturity of higher secondary school students with respect to their location.

Table- 2: Summary table of Location Wise T-Value of Emotional Maturity of H.S. Students

Variable	Location	N	Mean	S.D.	df	t-value	Level of Significance
Emotional Maturity	Rural	50	212.7	16.69	98	0.49	NS
	Urban	50	211.1	16			

NS - Not Significant at both levels

It was understood from Table-2 that the calculated t-value is 0.49 less than the tabulated value 1.98 at 0.05 level and 2.63 at 0.01 level of significance with df 98. This implied that there is no significant difference in Emotional Maturity of Higher Secondary School students with respect to their location gender in the Bongaon Town, State of West Bengal. Hence, the null hypothesis has accepted.

Graph II: Showing the comparison of Mean & S.D of Emotional Maturity of H.S School Students of Rural and Urban (Location)**Fig 2:** Graphical Representation of comparison of Mean & S.D in Emotional Maturity of Location basis**Findings of the Study:**

The findings of the study were –

1. There is no significant difference in Emotional Maturity of higher secondary school students with respect to their gender.
2. There is no significant difference in Emotional Maturity of higher secondary school students with respect to their location.

Conclusion:

In the present study, the investigator found that there is no significant difference in Emotional Maturity of Higher Secondary School Students with relation to their gender and location. Likewise, the all the students of Higher Secondary School Students have well emotionally matured but no significant differences based on their gender and location.

Educational Implications:

1. Teachers will be helpful in understanding the level of development of emotional behaviour among the students.
2. It will be helpful for school administrators to develop activities for student's emotional maturity with responsibility.
3. It will help parents to develop insights to solve the emotional needs, emotional behaviour that problems of teenagers as well as students.
4. The purpose of education is to develop in the personal life. In addition, as a teacher, we have the duty to try to come up with a positive outcome of the students. Trying to find out the exact amount of appropriate age for emotional maturity, which a teacher should not speak a particular place.
5. To control of emotion makes a personality of human being, which is important for adjustment within home, school and society. Education related to the mental processes of human being.
6. Teachers can play a big role in bringing balanced emotional development of students by taking due notice of their physical development, providing guidance to them and their parents, by providing exemplary behaviour, by providing outlet for the emotional energies of the students thought proper curricular and co-curricular experiences and so on.

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