

Emotional Maturity Among Secondary School Students

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ABSTRACT

Emotional maturity is a crucial aspect of adolescent development, especially during secondary school years when students experience rapid physical, psychological, and social changes. It refers to the ability of individuals to understand, regulate, and express emotions in a balanced and appropriate manner. The present article explores the concept of emotional maturity among secondary school students, its dimensions, influencing factors, and its relationship with academic achievement and behavior. The present investigation was to assess the Emotional Maturity among Secondary School Students. The sample consisted of 320, 9th class students drawn from different Schools located in and around the Chittoor district of Andhra Pradesh. Emotional Maturity measured by using the Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargava (1990) consists of 48 items. The study concludes that Emotional maturity among Secondary School Students is significantly influenced by gender, Locality, and Management is no significance on Emotional maturity. These results highlight the need for targeted Emotional maturity. A review of existing literature indicates that emotional maturity significantly contributes to students' academic success, social adjustment, and overall personality development. The paper emphasizes the importance of emotional development programs in schools and suggests strategies for educators and parents to foster emotional maturity among Secondary School Students.

Keywords: Emotional maturity, secondary school students, gender, Locality, Management, emotional development, academic achievement.

1. Introduction

Adolescence is a critical developmental stage characterized by emotional instability, identity formation, and social pressures. Secondary school students, typically aged between 13 and 18 years, undergo significant changes that influence their emotional behavior. Emotional maturity plays a vital role in helping students cope with academic stress, peer pressure, and personal challenges.

Emotional maturity can be defined as the ability to control emotions, tolerate frustration, and respond to situations in a balanced manner. It involves emotional stability, independence, and social adjustment. According to research, emotionally mature individuals are better equipped to handle stress and maintain healthy relationships.

In the educational context, emotional maturity is directly linked to academic success and behavioral outcomes. Students with higher emotional maturity tend to perform better academically and exhibit fewer behavioral problems.

2. Concept of Emotional Maturity

Maturity

Maturity refers to the process of moving beyond childish behavior and developing the ability to function as a responsible adult capable of handling life's demands. It involves readiness to assume responsibilities and respond effectively to real-life situations. According to Finley (1996), maturity is "the capacity of the mind to endure and the ability of an individual to respond to uncertainty, circumstances, or the environment in an appropriate manner." Thus, maturity can be understood as the mental and behavioral readiness to deal with challenges in a balanced and appropriate way.

Emotional Maturity

Emotional maturity is the result of healthy emotional development. An emotionally mature individual is able to regulate and express emotions in a socially acceptable and constructive manner. It reflects the full development of a person's emotional capacities and the ability to use them effectively in daily life.

An emotionally mature person is characterized by emotional stability, self-control, and the ability to manage mood fluctuations. Such individuals can endure difficulties with patience and express their emotions in a moderate, appropriate, and well-regulated manner. Emotional maturity involves expressing the right emotion, at the right time, in the right way, and to the right degree.

According to Smitson (1974), emotional maturity is "a process in which the personality is continually striving for a greater sense of emotional health, both intrapersonal and interpersonally." It also represents an individual's capacity to maintain a positive mental attitude, respond appropriately to different situations, and interact with others in a balanced and adult manner.

3. Importance of Emotional Maturity in Secondary Education

Emotional maturity plays a crucial role in secondary education because this stage (typically ages 13–18) is a period of rapid physical, psychological, and social change. Students are not only learning academic content but also forming their identity, values, and interpersonal skills. Emotional maturity helps them manage these challenges effectively.

1. Better Academic Performance

Emotionally mature students can handle stress, exam pressure, and academic setbacks without becoming overwhelmed. They are more focused, self-disciplined, and able to stay motivated even when subjects become difficult.

2. Improved Social Relationships

Secondary school is a highly social environment. Emotional maturity helps students develop empathy, respect, and effective communication skills, leading to healthier friendships and reduced conflicts or bullying behavior.

3. Effective Decision-Making

Adolescents often face peer pressure and risky choices. Emotional maturity allows them to think before acting, evaluate consequences, and make responsible decisions regarding studies, relationships, and behavior.

4. Classroom Discipline and Learning Environment

Emotionally mature students are more likely to respect teachers, follow rules, and contribute positively to the classroom atmosphere, which benefits both individual and group learning.

5. Stress and Conflict Management

Teenagers experience emotional ups and downs. Emotional maturity helps them regulate anger, frustration, and anxiety, enabling healthier ways of dealing with conflict instead of aggression or withdrawal.

Review of Literature

Sabapathy (1986) conducted a study on the relationship between manifest anxiety, emotional maturity, social maturity, and academic achievement among Standard X students. The sample consisted of 1105 students (574 boys and 531 girls) selected from private aided, private unaided, corporation, and government schools using a stratified proportionate random sampling technique. The participants were drawn from both Kannada and English medium schools. The findings revealed that manifest anxiety had a significant negative relationship with achievement in mathematics, general science, social studies, and overall academic performance. In contrast, emotional maturity showed a significant positive relationship with achievement across all subjects and total academic achievement. Social maturity was found to be positively related only to achievement in general science, but not significantly related to mathematics or overall academic achievement. Further, the study indicated that girls outperformed boys in mathematics, general science, and social studies. Students studying in English medium schools achieved higher scores compared to those in Kannada medium schools. Additionally, students from private schools performed better than those from government schools. Overall, the study concluded that emotional maturity, social maturity, and socioeconomic status are significant predictors of students' academic achievement.

Rashee Singh (2012) conducted a comparative study on the emotional maturity of rural and urban senior secondary school students. The study examined differences based on locality and gender. The findings revealed that there was no significant difference in emotional maturity between rural and urban students. Similarly, no significant differences were found between male and female students, as well as between rural male and rural female, and urban male and urban female students. Overall, the study concluded that emotional maturity is not significantly influenced by locality or gender among senior secondary school students.

Vinit Kumar Tiwari (2012) conducted a study titled "A Comparative Study of Emotional Maturity among 8th to 12th Class Students with Reference to Internet Surfing." The study was carried out in Haridwar district using an incidental sampling technique, with a sample of 100 students. Among them, 50 students (25 boys and 25 girls) were regular internet users, while the remaining 50 students (25 boys and 25 girls) did not use the internet regularly. The findings revealed that students who did not use the internet regularly were more emotionally mature than those who frequently engaged in internet surfing. The study also indicated that boys were more emotionally mature than girls in the sample.

Rohit Sharma et.al (2013) An emotionally mature child is not simply one who has overcome all sources of anxiety and hostility. Rather, emotional maturity is an ongoing process in which the child strives to understand themselves more clearly and works toward integrating their thoughts, feelings, and actions in a healthy way. The purpose of this study is to examine the relationship between adjustment and emotional maturity among secondary school students. A descriptive survey method was employed, with a sample of 100 Class X students (50 boys and 50 girls) selected from four government schools.

Subramanian and Veliappan (2013) reported that private school students exhibited higher emotional maturity compared to government school students, and that girls were more emotionally mature than boys.

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 There is no significant difference between various areas of emotional maturity of government and private school students.

Here is no significant difference between the emotional maturity level of the boys and girls of senior secondary schools in Chandigarh.

Kaur (2013) carried out a comparative study on emotional maturity with respect to gender and type of institution, revealing no significant differences among students on these variables.

Surjit (2014) explored the relationship between emotional maturity and academic achievement and found no significant correlation between the two variables

Mallick, et al. (2014) conducted a study titled "A Study on Higher Secondary Students' Emotional Maturity and Achievement." The findings of the study revealed that: There is a significant difference between Gender, locality, management and day scholars and hostel- residing higher secondary school students with respect to emotional maturity levels.

Overall, the literature indicates that emotional maturity is a key determinant of academic success, social adjustment, and psychological well-being.

OBJECTIVES OF THE STUDY

To examine the impact of selected demographic variables like, Gender, Locality and Management on the Emotional maturity of Secondary School Students.

HYPOTHESES OF THE STUDY

1. There will be no significant influence between boys' and girls' students regarding their Emotional maturity
2. There will be no significant influence between rural and urban Secondary school students regarding their Emotional maturity.
3. There will be no significant influence government and private Secondary school students regarding their Emotional maturity.

TOOL

Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargava (1990) was using to assess the Emotional Maturity among Secondary School Students. Consists of 48 items

SAMPLE & DATA COLLECTION

The sample consisted of 320, 9th class students drawn from different Schools located in and around the Chittoor district of Andhra Pradesh. The stratified random sampling was applied. The investigator personally visited schools with permission of head master. The personal data sheet and Emotional maturity scale were given to the students and data was collected. The inferential statistical technique mean, SD and 't' test was employed to test the hypotheses.

RESULTS AND DISCUSSION

Hypothesis-1: There will be no significant impact of Gender on students on Emotional maturity of Secondary school students.

Table – 1 Shows Mean, SD and t-value of Gender on Emotional maturity of Secondary school students.

Gender	N	Mean	SD	t-value
Boys	160	139.21	11.45	2.809 **
Girls	160	134.92	15.73	

**** - Significant at 0.01 level**

It is clear from Table-1 that the pertained above the t value is 2.809 the calculated' 't' value is greater than the table value (2.59) at 0.01 level.it can concluded that there would be no significance impact on gender on emotional maturity of secondary school students was rejected Therefore it is concluded that gender has significant influence on emotional maturity of secondary school students.

Hypothesis-2 There will be no significant impact of Locality on students on Emotional maturity of Secondary school students.

Table -2 Shows Mean, SD and t-value of Locality on Emotional maturity of Secondary school students

Locality	N	Mean	SD	t-value
Rural	160	141.81	12.07	5.839 **
Urban	160	133.38	13.29	

**** - Significant at 0.01 level**

It is clear from Table-2 that the pertained above the t value is 5.839 the calculated' 't' value is greater than the table value (2.59) at 0.01 level. Hence the hypothesis There would be no significant impact Locality on emotional maturity of Secondary school students was rejected. Therefore, it is concluded that Locality has significant influence on emotional maturity of secondary school students

Hypothesis-3: There will be no significant impact of Management on students on Emotional maturity of Secondary school students

Table- 3 Shows Mean, SD and t-value of Management on Emotional maturity of secondary school students

Management	N	Mean	SD	t-value
Government	160	138.60	14.11	1.345@
Private	160	136.59	12.53	

@ - Not significant at 0.05 level

It is clear from Table-3 that the pertained above the t value is 1.345 the calculated' 't' value is less than the table value (1.97) at 0.05 level. Hence the hypothesis There would be no significant impact on management on emotional maturity of Secondary school students was accepted. Therefore, it is concluded that management has no significant influence on emotional maturity of secondary school students.

CONCLUSION

Emotional maturity is a fundamental aspect of adolescent development, particularly for secondary school students. It influences academic achievement, social relationships, and overall well-being. The review of literature highlights that while most students possess average emotional maturity, there is a need for targeted interventions to enhance emotional development.

Educational institutions, teachers, and parents must work collaboratively to foster emotional maturity among students. By integrating emotional learning into the curriculum and providing supportive environments, students can develop into emotionally stable and responsible individuals.

The study found no difference on emotional maturity in respect of male and female of rural and urban and influence on government and private secondary school students.

6. Suggestions for Further Research

- 1) Studies can be carried out in relation to emotional maturity of students at whole level.
- 2) The present study is conducted on 9th class students. Similar studies may be undertaken on this variable at the other levels of education as well.
- 3) In the present study cross sections that have been investigated are male/female, rural/urban and government/private. Many others cross sectional comparison of various other categories of students like poor/rich, tribal and non-tribal studying in government/private schools may be carried out.

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