



Relationship between Parental Involvement and Emotional Maturity of Higher Secondary Students

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Abstract

In the present circumstances, youth as well as children are facing difficulty in life. These difficulties are giving rise to many psycho - somatic problems such as anxiety, "pensions, frustrations & emotional upsets in day to day life .So the study of emotional life is now emerging as a descriptive science. The main purpose of education is the all round development of a student. The adequate education makes good quality human resources for a rapidly developing country. Today a lot of emphasis is placed on education from the children's point of view. Therefore it becomes imperative that the teaching should be an act of help. It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents, Family plays an vital role in the emotional development of a child in a better way. And because this emotional development is the centre of the process of personality development it becomes essential that a child emotions should be nurtured in a positive way.

Key Words; Emotional maturity, Parental involvement

Introduction

Parental behaviors which manifest parental involvement change across the age range. With younger children, Direct help with school relevant skills are appropriate and foundational. With older students, activities which promote independence & autonomy generally become more relevant. The` extent & form of parental involvement is strongly influenced by family social class & single parent status , and to a lesser degree by family ethnicity .Parental involvement strengthens the emotion of a child which leads to emotional maturity in a child.

Emotional maturity is the result of healthy emotional development. An emotionally matured person perceives things in their real perspective . He is not a day dreamer and does not possess the desire to run away from realities. This intellectual powers like thinking & reasoning are properly exercised by him in making any decision. He is guided more by his intellect than his emotions. He can exercise his emotions at a proper time in a proper manner. **Richards et al (J2003)** compared the emotional and behavioural development of intellectually gifted adolescents have significantly fewer depressive symptoms, a better attitude towards teacher, greater self reliance and a greater sense of adequacy **Mangal & Abhinavi (2007)** founded that the adolescents children of employed mothers have greater emotional maturity than that of house wives.

Emotional Maturity

Kalpan and Baron elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. He would never like to show any habitual reliance upon another person in difficult action. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Parental Involvement

Parental involvement can be defined as: Involvement; Being involved in their lives, at school, coaching them; Spend time together, having meals together, going on vacation and being there for them; Teach them/ guide them – helping them with their education, help discern right from wrong, guiding through important decisions, teaching citizenship and life skills and developing their unique talents and abilities; know them what is going on their lives, paying close attention to where they spend their time and with whom, and knowing their interests and passions; have the right mindset being interested in the child's activities and loving them unconditionally; and provide for them; food, clothing, shelter, give them a wide range of experiences. (Ban mgardner, 2007).

Review of related literature

(1)Manoj Borate (2004) has studied the relationship between emotional maturity Development Programme and its effect on student Teachers family and the objectives of his study are to develop emotional maturity programme for emotional maturity development programme on student teachers of second year belonging by Subhash Anna Kul Adhyapak Uidyalaya of Patas in Daund Taluka was selected for the study. In that 25 girls & 25 boys were chosen by purposive sampling method and he founded that there is no significant effect of emotional maturity development programme on student teachers related to mothers accepted component in family relationship & there is significant effect of emotional maturity development programme on student teachers related to fathers concentration component in family relationship.

(2)Willim h jeynes dec 2005 conducted a metaanalysis on parental involvements and students achievement. The results of meta analysis indicate that parental involvement is associated with higher student achievements outcomes. The academic achievement score distribution or range of score children whose parents were highly involved in their education was substantially higher than of their counter parts whose parents were less involved.

Sample of the Study :

A representative sample of 400 students studying at higher secondary level was randomly selected. The randomization was exercised at two levels. One at the level of selecting representative schools and other at the level of selecting subjects for the study.

However, first of all a list of total co-educational institutions of high and higher secondary CBSE school of rural and urban area was prepared. It was decided to take four schools from urban area and four schools from rural area of Meerut city thinking that these schools will be able to provide the representative sample. For this study, lottery method was used.

After the randomization was exercised at the levels of selecting schools the principals of randomly selected schools were completed and the information about the existing at Xth grade level was obtained. It was found that there were four or five sections in all the schools. The number of students studying in these sections of class Xth ranged between 30-40. Hence, it was thought that if from each section 5 male and 5 female students taken, it will provide the sample as required by the investigator to conduct this study. Disproportionate random sampling was used to select the subjects.

As these were 8 schools and from each school 50 students were selected, these 8 intact selections provided a sample of 400 students. Thus the final sample included 400 students. The final sample included 400 students. The structure of sample is shown in

Table :- Sl.			
	No.	Name of School	Total
	1.	Vedvyaspuri	50
2.		Deewal Public School	50
3.		Dayawati Modi Academy	50
4.		B.D.S. International School	50
5.		Vanasthali Public School	50
		(Hapur Road)	50
6.		D.S. Public School	50
7.			50
8.			50
			400

Tools Used :

To measure these variables, various tools have been used. A detailed description of each of these is presented in the following sections. The tools used included.

Emotional Maturity Scale :

Author : Dr. Yasvir Sing and
Dr. Mahesh Bhargava

Year :

Publication : National Psychological Corporation Bhargava
Bhawan, 4/230, Kacheri Ghat, Agra-282004



Description of the Scale :

The present Emotional Maturity Scale is an instrument designed to measure the Emotional Maturity of the children. Authors of the present scale prepared a list of five broad factors of emotional maturity, which is given below :-

(a) Emotional Stability

(b) Emotional Progression

(c) Social Adjustment

(d) Personality Integration

(e) Independence

(a) Emotional Stability :

Emotional Stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situations. Contrary to it, emotional instability is a tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness, temper tantrums, lack of capacity to dispose off problems and seek help for one's day-to-day problems. This group factor has a high correlation (0.75) with the total score obtained the scale. On the inter correlational matrix, syndrome of emotional instability has high inter correlation with social maladjustment but low correlations with emotional regression, personality disintegrations and lack of independence. This factor has low correlations with the two factors analyzed in factor and seems to be an independent factor of emotional maturity.

(b) Emotional Progression :

Emotional Progression is the characteristics of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment, whereas emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centredness. This factor has correlation with total score on the scale. On inter-correlational matrix, it is highly inter correlated with other two factors, that of personality disintegration and lack of independence, but has low inter correlations with those of emotional instability and social maladjustment factors. This has emerged as the most broad factor in the scale as revealed by the factorial analysis. It has high inter correlations with personality disintegration (0.47) lack of independence (0.47) and low inter correlation with social maladjustment (0.27) and emotional instability (0.18). It has also a high correlation (0.63) with the total score on all the give factors of the scale.

Social Adjustment :

Social adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adopt a desired relationship with environment. Therefore, it may be described as a persons' harmonious relationship with his social would. Whereas socially maladjusted person shows lack of social adaptability should lactred, reclusive but boasting, liar and shirkas.

Personality Integration:

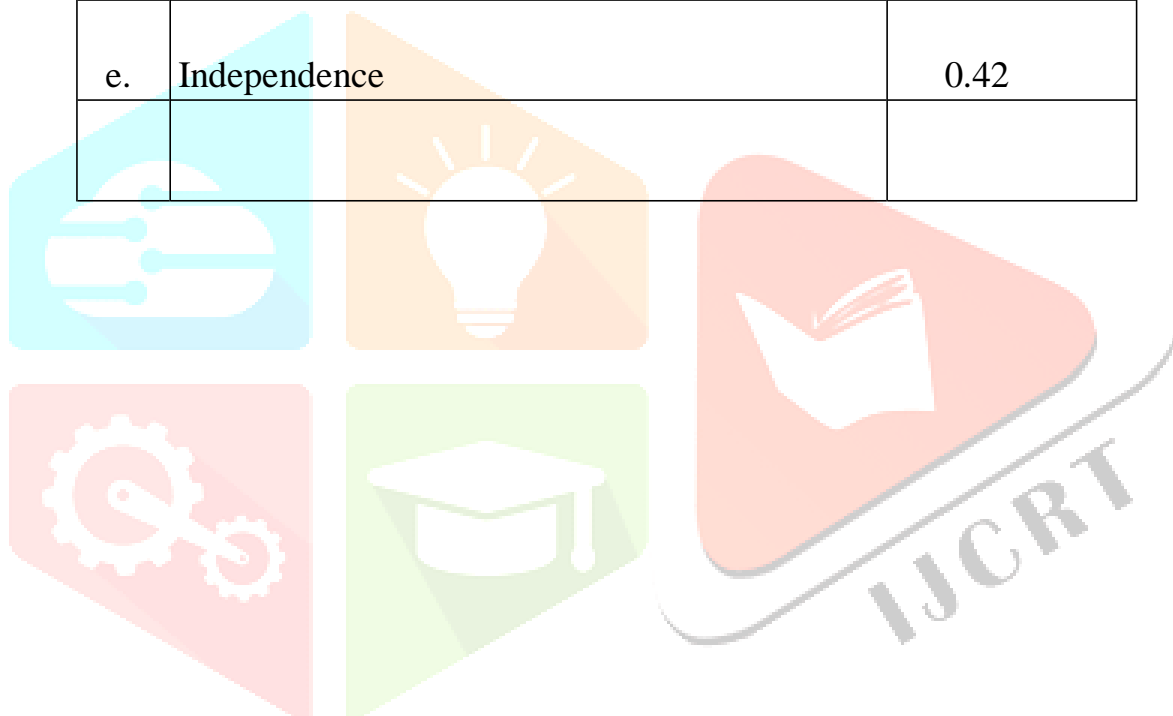
Personality integration is the process of firmly, unifying the diverse elements of an individual motives and dynamic tendencies, resulting in harmonious co-action and de-escalation of the inner conflict¹ in the undaunted expression of behaviour whereas disintegration personality includes all those symptoms, like reaction, phobias formation, rationalization, pessimism, immortality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality. In brief, such as person shoes varied degrees of neuroticism.

Independence :

Independence is the capacity of a persons' attitudinal pendency to be self reliant or of resistance to control by others, where he can take his decision by his own judgement based on facts by utilizing his intellectual and creative potentialities. He would never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions, whereas a depended person shows parasitic dependence on other is egotic and lacks objective interests. People think of him an unreliable person.

Internal Consistency of EMS (=98)

Sr. No.	Area	r Value
a.	Emotional Stability	0.75
b.	Emotional Progression	0.63
c.	Social Adjustment	0.58
d.	Personality Integration	0.86
e.	Independence	0.42



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