



## A study on Emotional Maturity of Higher Secondary School Students

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### Abstract

The main objective of this paper is to study the emotional maturity of higher secondary school students in relation to gender, type of family and siblings. To achieve the objectives of the present study, descriptive survey method is adopted. The population of this study consists of all the Higher secondary school students studying in Provincialised Higher Secondary Schools (N=35) of Kamrup district of Assam. For this study, 150 students (75 male and 75 female) studying in 11<sup>th</sup> and 12<sup>th</sup> standards were randomly selected from the 07 (seven) higher secondary schools. In this study, 'Emotional Maturity Scale' standardised and constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava is used to collect necessary data. The data were mainly analyzed in terms of Percentage analysis, Mean, SD and t-test. Main findings of this study are (i) Majority of higher secondary school students' emotional maturity level is high and below average category; (ii) There is significant difference between male and female students with respect to emotional maturity; (iii) There is no significant difference between the students belonging to joint and nuclear families with respect to emotional maturity; and (iv) There is significant difference between the students with siblings and with no siblings with respect to emotional maturity.

**Key Words:** Emotional Maturity, Higher Secondary School Students, Gender, Joint Family, Nuclear Family, Sibling.

## Introduction

Emotions play quite a significant role in guiding and directing the human behaviour and shaping our personality according to development. Etymologically, the term emotion is derived from the Latin word 'emovere' which means 'to stir way' or 'to excite'. That means, it is termed as agitated or excited state of mind. As an individual develops through childhood to adolescence to adulthood, his emotions become more easily classified as fear, hate, anger, disgust, affection, Joy etc.

Emotional Maturity means the degree to which the person has realized his potential for richness of having and has developed his capacity to enjoy things, to love and to laugh, his capacity for whole hearted sorrow when occasion for grief arises, his capacity for experiencing anger when faced with a situation while he is not able to work according to him that would increase the temper of any reasonably tolerant or sensible person and his capacity to show fear when there is an occasion to be fright ended. Emotional Maturity is not only the effective determinant of personality but, it also helps to control the growth of adolescent's development. The concept 'mature emotional behaviour' of any level is that which reflects the fruits of normal emotional development. Emotional maturity implies controlling emotions rather than letting emotions get the better of individual. Emotional maturity depicts the capacity to manage and to check emotions, to evaluate others emotional state and to persuade their judgment and actions. Sangeeta <sup>[1]</sup> (1998) viewed that emotional maturity is a stage, which is achieved after long period and it is very essential in human life. A person will be called emotionally mature when he is able to display his emotion in an appropriate degree with reasonable control.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally <sup>[2]</sup>. "An emotional mature person is one who is able to keep a lid on feelings <sup>[3]</sup>. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When he does express emotion, he does so with moderation, decently and in good order". Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagree circumstance <sup>[4]</sup>.

## Conceptual Background of Emotional Maturity:

Jersild <sup>[5]</sup> (1963) says, 'Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid'. According to Crow and Crow <sup>[6]</sup> (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. So, emotional maturity implies proper emotional control, which means

neither repression nor violet expression. An emotionally mature person has in his possession almost all types of emotional positive or negative and is able to express them at appropriate time in appropriate degree.

In the opinion of Murray <sup>[7]</sup> (2004), an emotional mature person has the following characteristics:

- > The ability to give and receive alone.
- > The ability to face reality and deal with it.
- > Just as interested in giving as receiving.
- > The capacity to relate positively to life experiences.
- > The ability to learn more experience.
- > The ability to accept frustration.
- > The ability to handle hostility constructively.
- > Relative freedom from tension symptoms.

## Literature Review

In one study, Arya, A. <sup>[8]</sup> (1984) found that superior boys and girls did well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity. Gupta <sup>[9]</sup> (1989) found that adolescent girls were more emotionally mature than adolescent boys. Singh <sup>[10]</sup> (1993) found that adolescent males' students were less emotionally mature than their female counterparts. Singh, Rashee <sup>[11]</sup> (2012) 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. Lakshmi and Krishnamurthy <sup>[12]</sup> (2011) found that there was significant difference between male and female students, urban and rural students and the students who lived in joint family and nuclear family system in respect of their emotional maturity. Kaur, Manjeet <sup>[13]</sup> (2013) made a comparative study of emotional maturity of senior secondary school students and revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh. Dutta, Chetia and Soni <sup>[14]</sup> (2015) found that there was no significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls school students; and there is no significant difference between in the emotional maturity level of rural and urban secondary school students of Lakhimpur and Sonitpur districts of Assam.

## Need and Significance of the Study

As an individual develops through different stages, his emotions become more easily classified as fear, hate, anger, disgust, affection, joy etc. Emotion of an individual plays a pivotal role in developing his/her life in a proper way. For that emotion of the individual must be matured. Actually, emotional maturity is not the only effective determinant of personality pattern but it also helps to control the growth of adolescent's development. The concept of mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. Emotional maturity is a natural and inevitable essential outcome of student growth and development rather than among pathological symptom. The emotional maturity concept becomes important in the behaviour of individuals.

As the students are the pillars of the future generations and they are also known as the backbone of the educational process. The students of today are the youths of tomorrow and future citizens of the country, therefore it is responsibility of parents and teachers to see that they are developed holistically. Emotional development and emotional maturity is an important aspect of holistic development of students. For value pattern of students, emotional maturity is vital. So the present study intends to measure the emotional maturity of higher secondary school students.

## Statement of the Problem

The statement of the problem is entitled as “A Study on Emotional Maturity of Higher Secondary School Students”.

## Operational Definition of Terms Used

- 1) **Emotional Maturity:** Dosanjh <sup>[15]</sup> (1960) says, ‘Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies’.
- 2) **Higher Secondary School Students:** In this study, higher secondary school students mean the students who are studying in Provincialised higher secondary schools of Kamrup district, Assam.
- 3) **Gender:** The term gender refers to male and female students of Provincialised Higher secondary schools of Kamrup district, Assam.
- 4) **Joint Family:** Joint family normally consists of members who at least belong to three generations: husband and wife, their married and unmarried children; and their married as well as unmarried grandchildren. <sup>[16]</sup>
- 5) **Nuclear Family:** A nuclear family is one which consists of the husband, wife and their children. <sup>[17]</sup>
- 6) **Sibling:** Sibling means one of two or more individuals having one common parent.

## Objectives of the Study

The present study is conducted to attain the following objectives:

- 1) To study the emotional maturity of higher secondary school students.
- 2) To study the emotional maturity of higher secondary school students in relation to gender, type of family and siblings.

## Hypotheses of the Study

On the basis of objective no. 2, following hypotheses are framed:

- 1) There is no significant difference between male and female students with respect to emotional maturity.
- 2) There is no significant difference between the students belonging to joint and nuclear families with respect to emotional maturity.
- 3) There is no significant difference between the students with siblings and with no siblings with respect to emotional maturity.

## Delimitation of the Study

This study is delimited to following points;

1. This study is confined to higher secondary school students of Kamrup district of Assam only.
2. This study only covers the Provincialised higher secondary schools only, not a single degree college having +2 stages is included in this study.

## Method and Materials

### • Research Method Used

To achieve the objectives of the present study, descriptive survey method is adopted. It is descriptive because it aims to describe the nature and present status of the phenomenon. The present study was designed to study the emotional maturity of higher secondary school students. On view of the approach followed, the present investigation falls in the domain of descriptive survey. It was done through survey method because it involved survey or visits to various institutions for the collection of data with the objective of analysing, comparing and interpreting the existing status. <sup>[18]</sup>

## • Population and Sample

The population of this study consists of all the Higher secondary school students studying in Provincialised Higher Secondary Schools (N=35) of Kamrup district of Assam. For this study, 150 students (75 male and 75 female) studying in 11<sup>th</sup> and 12<sup>th</sup> standards were randomly selected from the following 07 (seven) higher secondary schools:

Sl. No.	Name of the Higher Secondary School	Nos. of Students selected as Sample
1.	Palasbari R.B. H.S. & M.P. School	20
2.	Rangia Higher Secondary School	22
3.	Chhaygaon Higher Secondary School	20
4.	Damdama Higher Secondary School	25
5.	Rangia Girls' Higher Secondary School	18
6.	Dadara Higher Secondary School	24
7.	Jawaharjyoti Higher Secondary School	21
<b>Total=</b>		<b>150</b>

## • Variable of the Study

<b>Independent Variable</b>	Gender	Male students	75
		Female students	75
	Type of Family	Students belonging to Joint Families	64
		Students belonging to Nuclear Families	86
	Sibling	Students with Siblings	91
		Students with No Siblings	59
<b>Dependent Variable</b>		Emotional Maturity	

## • Research Tool

In this study, 'Emotional Maturity Scale' standardised and constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava is used to collect necessary data. The tool has 48 items under five areas, such as emotional stability, emotional progression, social adjustment, personality integration and independence. The test-retest reliability has been estimated at 0.75 and validity against the Adjustment Inventory by Singh and Bhargava (1980) at 0.46. The items are so stated that if the answer is very much, a score of '1' is given, for much '2', for undecided '3', for probability '4' and for never '5' is to be awarded. Higher the score indicates the higher the emotional maturity level. <sup>[19]</sup>



- **Statistical Techniques**

The data were mainly analyzed in terms of Percentage analysis, Mean, SD and t-test. To find out the level of significance, the calculated 't' values were compared with the table values.

### **Analysis and Interpretation**

The resulting data are analysed by using appropriate statistical treatment. The results have been explained below.

**Table 1: Percentage of Higher Secondary School Students in Different Categories of Emotional Maturity**

Sl. No.	Category of Emotional Maturity (EM)	Range of Scores	Students	
			N	%
1	Very High EM	202-240	18	12.0
2	High EM	164-201	46	30.7
3	Average EM	126-163	26	17.3
4	Below Average EM	88-125	38	25.3
5	Low EM	48-87	22	14.7

Table 1 reveals that 12% students' emotional maturity level is very high whereas 30.7% and 17.3% students' emotional maturity level is high and average respectively. Again, 25.3% students' emotional maturity level is below average and 14.7% students' emotional maturity level is low.

**Table 2: Comparison of Emotional Maturity of Male and Female Higher Secondary School Students**

Variable	N	M	SD	t-value	Significance
Male Students	75	139.69	41.81	3.07	Significant at 0.01 level
Female Students	75	163.42	52.03		

It is evident from the table 2 that the Mean and Standard Deviation of Male Students are 139.69 and 41.81 respectively. Similarly the same for female students are 163.42 and 52.03 respectively. The obtained t-value 3.07 is more than the table value 2.58 at 0.01 level of significance. It indicates significant difference between male and female students with respect to emotional maturity.

**Table 3: Comparison of Emotional Maturity of Students belonging to Joint and Nuclear Families**

Variable	N	M	SD	t-value	Significance
Students belonging to Joint Families	64	148.96	49.02	0.19	Not Significant
Students belonging to Nuclear Families	86	147.39	48.62		

It is evident from the table 3 that the Mean and Standard Deviation of students belonging to joint families are 148.96 and 49.02 respectively. Similarly the same for students belonging to nuclear families are 147.39 and 48.62 respectively. The obtained t-value 0.19 is less than the table value 1.96 at 0.05 level of significance. It indicates no significant difference between the students belonging to joint and nuclear families with respect to emotional maturity.

**Table 4: Comparison of Emotional Maturity of Students with Siblings and with No Siblings**

Variable	N	M	SD	t-value	Significance
Students with Siblings	91	160.81	49.84	3.07	Significant at 0.01 level
Students with No Siblings	59	137.28	43.04		

It is evident from the table 4 that the Mean and Standard Deviation of students with siblings are 160.81 and 49.84 respectively. Similarly the same for students with no siblings are 137.28 and 43.04 respectively. The obtained t-value 3.07 is more than the table value 2.58 at 0.01 level of significance. It indicates significant between the students with siblings and with no siblings with respect to emotional maturity.

## Findings and Discussion

**Majority of higher secondary school students' emotional maturity level is high and below average category.**

In very high category, percentage of students' regarding emotional maturity is not encouraging.

**There is significant difference between male and female students with respect to emotional maturity.**

Here, the null hypothesis "there is no significant difference between male and female students with respect to emotional maturity" is rejected. It indicates that gender play an important role in emotional maturity of higher secondary school students. Again, from the mean value, it is found that emotional maturity of female students is higher than male students.

The present finding of objective no. 2 is in agreement with the findings of Gupta<sup>[9]</sup> (1989), Singh<sup>[10]</sup> (1993), Lakshmi and Krishnamurthy<sup>[12]</sup> (2011), M. Panimalar Roja et. al.<sup>[20]</sup> (2013), Jadab Dutta et. al.<sup>[14]</sup> (2015); and differed with the findings of Singh, Rashee<sup>[11]</sup> (2012) and Kaur, Manjeet<sup>[13]</sup> (2013).



**There is no significant difference between the students belonging to joint and nuclear families with respect to emotional maturity.**

Here, the null hypothesis “there is no significant difference between the students belonging to joint and nuclear families with respect to emotional maturity” is accepted. It implies that type of family is not a contributory factor regarding emotional maturity of higher secondary school students. Again, mean value of students belonging to joint families is slightly higher than the students belonging to nuclear families.

The present finding of objective no. 3 is in agreement with the findings of Lakshmi and Krishnamurthy<sup>[12]</sup> (2011), Subbarayan, G. Visvanathan<sup>[21]</sup> (2011), Ms. B. Srilatha<sup>[22]</sup> (2012).

**There is significant difference between the students with siblings and with no siblings with respect to emotional maturity.**

Here, the null hypothesis “there is no significant difference between the students with siblings and with no siblings with respect to emotional maturity” is rejected. It indicates that siblings play an important role in emotional maturity of higher secondary school students. Again, from the mean value, it is found that emotional maturity of students with siblings is higher than the students with no siblings.

The present finding of objective no. 4 is differed with the findings of Ms. B. Srilatha<sup>[22]</sup> (2012).

### **Recommendations**

On the basis of the findings of the study, relevant literature studied and observations made by the researcher during the study, a few recommendations are offered which may help in developing emotional maturity of higher secondary school students.

- 1) It is important for the teachers and parents to convey to their children the importance of emotional maturity by being emotionally expressive towards them. It will develop effective interpersonal communication and better social relationships with others among students.
- 2) Efforts should be made by the teachers for caring relationship in the family and in the educational institutions as well as to accelerating emotional maturity.
- 3) Adolescents should be guided properly to be independent and to tolerate criticism, disappointment and rejection. This requires emotional maturity that is very essential for an individual.

### **Conclusion**

To conclude, it is said that gender of the students and presence of siblings is influencing their emotional maturity but type of family of the students is not casting its impact on emotional maturity. The finding of the present study is also important for parents and teachers. Parents at home and teachers at school always play a major role in the influencing and developing emotional maturity.

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