

EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

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ABSTRACT

The present paper attempts to study the emotional maturity among senior secondary school students in relation to their home environment. The sample consist of 100(50 male and 50 female) senior secondary school students. Emotional Maturity Scale by Yashvir Singh & Mahesh Bhargva and Home Environment Inventory by Karuna Shankar Mishra were used for the study. For the analysis of data Mean, Standard deviation, t-ratio and co-efficient of correlation were calculated. The study exposed that there was negative correlation between emotional maturity and home environment of senior secondary school students. The study also revealed that there was no significant difference in emotional maturity and significant difference in home environment of senior secondary school students in relation to their gender

Key Words: Emotional Maturity, Home Environment, Senior Secondary School Students

INTRODUCTION

Child is the father of man' has been a very old dictum that very well reflects the importance of child in society. The hope of an all round development, peace and prosperity of the society and nation rests upon the tender shoulders of children. Home environment has been conceptualized as the quality of human interactions from the point of view of the child. It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, making discussions, parental approval, affection and approval of peer activities. Environment plays a very important role in the personality development of the child. The type of environment determines the development of person. If environment is very stimulating and rich, it will create favorable impression in the person on his/her development and if this environment is dull or insipid, behaviour is likely to be shaped in an unhealthy way. Home plays an important role in molding the personality of children, which to a great extent continue influencing the behaviour of children thought life. The behaviour of parents, siblings and other members of society also influence the child's growth. Since the home is first institute, therefore parents temperaments behaviour, character and mutual influence child's personality development. In recent years there has been an increased

interest in studying both the emotional maturity of students and their home environment. It is argued that the current demands of society require additional skills in the areas of emotional awareness, decision-making, social interaction and conflict resolution in students.

EMOTIONAL MATURITY

Emotional maturity is that characteristics of emotional behaviour that is generally attained by an adult after the expiry of his adolescent period. After attaining emotional maturity, he is able to demonstrate a well balanced emotional behaviour in his day to day life.

Seoul (1951) "Emotional maturity is the ability to bear tension: other signs are an indifference towards certain kinds of stimuli that affect the child or adult and he develops moodiness and sentimentally".

Walter D Smithson (1974) "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally".

HOME ENVIRONMENT

The family carries responsibilities for the welfare of the child from cradle to grave. The type of environment found at home, plays an important role in the development and personality make up of an individual. Home environment occupies the first and significant influence on the development of the child. Home environment consists of joining of two words = home + environment.

Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes in the important task of creating wholesome individuals. Child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment moulds the behavior, personality and attitude, level of aspiration, aptitude and self esteem of the child.

Home Environment stands for all those circumstances, which asset their influence on the child since conception to death. The first environment contact for a child is home, the development of child, inculcation of values and creating wholesome individuals all these functions are performed by the family which is the fundamental unit of human society. The first lesson of a child's life is learnt at home. The family nurtures the individual and prepares him for his role and function in the society.

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life, Family is the social biological unit that exerts the greatest influence on the development and perpetuation of the individual's behavior. Various researchers have identified the following characteristics of home environment or parental child rearing practices – permissiveness, willingness to devote time to the child, parental guidance, parental aspiration

for achievement, provision's for the child's intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsivity, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviors which are in association with different characteristics.

In dictionary of education (1973) "Home environment includes all the objects, process and conditions of family that affects the individual through such stimuli as he able to receive".

Newman and Newman (1981) "Home environment is the first and perhaps the most enduring context of personality development of the child".

STATEMENT OF THE PROBLEM

Emotional maturity among senior secondary school students in relation to their home environment.

OBJECTIVES OF THE STUDY

1. To study the relationship of emotional maturity and home environment of senior secondary school students.
2. To study the difference of the emotional maturity of boys and girls of senior secondary school students.
3. To study the difference of home environment of boys and girls of senior secondary school students.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between emotional maturity and home environment of senior secondary school students.
2. There is no significant difference in emotional maturity of senior secondary school students in relation to their gender.
3. There is no significant difference in home environment of senior secondary school students in relation to their gender.

DELIMITATION OF THE STUDY

1. The study was confined to the senior secondary school students studying in class XI and XII in Tehsil Abohar only.
2. Sample was delimited to 100(50 male and 50 female) senior secondary school students.

DESIGN OF THE STUDY

Descriptive survey method was employed in the present study.

SAMPLE

A Sample of 100 senior secondary school students (50male & 50 female) of Tehsil Abohar was selected randomly for the present study.

TOOL USED

The following tools were used for the investigation:

1. Emotional Maturity Scale by Yashvir Singh & Mahesh Bhargva
2. Home Environment Inventory by Karuna Shankar Mishra

STATISTICAL TECHNIQUES USED

Mean, Standard deviation, t-ratio and co-efficient of correlation were used for the analysis of data.

ANALYSIS AND CONCLUSIONS

The results have been discussed in the light of hypotheses of the study.

Hypothesis-H₁

“There is no significant relationship between emotional maturity and home environment of senior secondary school students.”

Table 1 given below provides the summary of statistical calculation for obtaining the relationship between emotional maturity and home environment of senior secondary school students.

TABLE-1

Showing the co-efficient of correlation between emotional maturity and home environment of senior secondary school students

Sr. N.	Variables	N	df	r	Level of significance
1.	Emotional Maturity	100	98	-0.155	Not Significant at 0.05 and 0.01
2.	Home Environment				

$r=0.195$ at 0.05 level

$r=0.254$ at 0.01 level

The result of correlation between emotional maturity and home environment of senior secondary school students is **-0.155** which is less than the table value at 0.05 and 0.01 level of significance. Therefore there is no significant correlation between emotional maturity and home environment of senior secondary school students. Thus hypothesis “There is no significant relationship between emotional maturity and home environment of senior secondary school students” is accepted.

Hypothesis-H₂

“There is no significant difference in emotional maturity of senior secondary school students in relation to their gender”.

Table 2 given below provides the summary of statistical calculation for obtaining t-ratio with regards to comparison of emotional maturity of male and female senior secondary school students.

TABLE-2
Showing t- ratio of emotional maturity of senior secondary school students
in relation to their gender

Sr. No.	Group	N	Mean	S.D.	SE _D	df	t-ratio	Level of Significance at 0.05 and 0.01
1	Male	50	102.12	11.36	44.31	998	.0542	Not Significant
2	Female	50	104.46	28.33				

Table 2 indicates that calculated t-ratio (0.542) is not significant at 0.05(1.96) and 0.01(2.56) level of significance. Therefore, from the table it may be concluded that there is no significant difference in emotional maturity of senior secondary school students in relation to their gender. Hence, our second hypothesis that there is no significant difference in emotional maturity of senior secondary school students in relation to their gender is accepted.

Hypothesis-H₃

“There is no significant difference in home environment of senior secondary school students in relation to their gender”.

Table 3 given below provides the summary of statistical calculation for obtaining t-ratio with regards to comparison of home environment of male and female senior secondary school students.

TABLE-3
Showing t- ratio of home environment of senior secondary school students
in relation to their gender

Sr. No.	Group	N	Mean	S.D.	SE _D	df	t-ratio	Level of Significance at 0.05 and 0.01
1	Male	50	148.08	65.48	13.88	98	3.40	Significant
2	Female	50	195.30	73.17				

Table 3 indicates that calculated t-ratio (3.40) is significant at both 0.05(1.96) and 0.01(2.56) level of significance. Therefore, from the table it may be concluded that there is significant difference in home environment of senior secondary school students in relation to their gender. Hence, our third hypothesis that there is no significant difference in home environment of senior secondary school students in relation to their gender is not accepted.

FINDINGS

1. There is negative correlation between emotional maturity and home environment of senior secondary school students which is not significant.
2. There is no significant difference in emotional maturity of senior secondary school students in relation to their gender.
3. There is significant difference in home environment of senior secondary school students in relation to their gender.

CONCLUSION

The conclusion of the study shows that there is no significant relationship between emotional maturity and home environment of senior secondary school students. It may be due to the fact that these days congenial environment is provided in school. Teacher's positive attitude towards students, infrastructure facilities and healthy relationship between teacher and taught, may lead to emotional maturity of students. Results also revealed that there is insignificant difference in emotional maturity of boys and girls. It may be due to the fact that in present time girls and boys are treated equally, both at homes and school. Equal facilities and opportunities are provided to them, thus they are equally emotionally stable. But there is significant difference in home environment of senior secondary school students in relation to their gender. They are having low congenial home environment that is the students are not living in conducive home environment. Their family may not be providing proper facilities and equal opportunities to them.

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