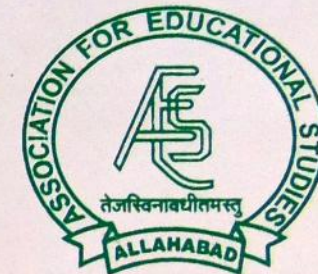


ISSN 0973-0982

Journal of Educational Studies



Association for Educational Studies

Vol. 9

No.1

2011

EMOTIONAL MATURITY AMONG GOVERNMENT AND PRIVATE HIGH SCHOOL ADOLESCENTS

Vimal Kishor

Lecturer in Education, Krishma P.G. College of Education, Ner Chowk, Mandi, H.P.-175027

Jyoti

Lecturer in Education, Krishma P.G. College of Education, Ner Chowk, Mandi

Suman

M.Ed. Student, Krishma P.G. College of Education, Ner Chowk, Mandi

ABSTRACT

The main objective of the present research was to study the emotional maturity among Government and private high school adolescents. The sample comprised of 200 IX grade adolescents out of which 100 student were from Government schools and 100 were from private schools. Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargava was used to collect the data. To test the hypotheses 't' test has been used. The results revealed that Government and private high school adolescents differ significantly on all the dimensions of emotional maturity- emotional stability, emotional progression, social adjustment, personality integration and independence, and their total emotional maturity.

INTRODUCTION:

Emotional development is one of the significant aspects of an individual's life. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process and adjustment. The process of the maturation and learning play effective roles in the development of emotions in human beings. As a child grows, he may acquire emotions through his environmental experiences and training. It is expressed in love, fear, anger, laughter and fear etc. When a person uses these emotions properly then it is called emotional maturity. Emotional maturity differs in each stage of growth and development i.e. from infancy to adulthood. Generally it is observed that as the age increases the emotional maturity also increases. Adolescence is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have become still more compared to the yesteryears.

Emotional maturity is the basis of all desirable learning. It refers to a state of mind which is almost free from emotional stresses with the result that all the mental functions are appropriate and conducive to child's adjustment and progress. High emotional maturity enables the individual to withstand the strains of life. A child, who is not physically, emotionally and mentally fit, cannot achieve satisfactorily. He is worried about his physical, emotional or mental ailments and most of his energy is absorbed in tackling these problems. It causes great anxiety which distorts his perceptions of himself, of others in his environment and of the world outside. His whole outlook about life changes. He starts thinking that he is a worthless fellow, the world around him is full of misery, the society is hard on him,

and friends are useless, so on. He withdraws from the society. His emotional development is hampered. Stability in emotions with positive thinking is essential.

Environment plays a very important role in the personality development of the child. The type of environment, determines the development of a person. If environment is very stimulating and rich, it will facilitate development and if this environment is not congenial, behaviour is likely to be shaped in an unhealthy way. Schools are one important place where children have contacts with their peers. Researchers like Dharmi (1978), Singh (1984), Pandit (1985), Shrivastava (1988), Kashyap (1989) and Kenchappanvar (2009) etc. found that emotional maturity among Government and private high school adolescents differ significantly. On the other hand some researchers like Krishna (1978), Padhy (1986), Gagandeep (1986) and Mulia (1991) etc. says that there is no significant difference between government and private high school adolescent in emotional maturity. The present study has been undertaken to compare emotional maturity among adolescents of Government and private schools.

OBJECTIVES:

The objectives of the study were to compare the Government and private high school adolescents on total emotional maturity and its four dimensions, viz. 'Emotional Progression', 'Social Adjustment', 'Personality Integration' and 'Independence'.

HYPOTHESES:

The hypotheses formulated and tested in the present study are as follows:

1. Government and private high school adolescents do not differ significantly on 'Emotional Stability'.
2. Government and private high school adolescents do not differ significantly on 'Emotional Progression'.
3. Government and private high school adolescents do not differ significantly on 'Social Adjustment'.
4. Government and private high school adolescents do not differ significantly on 'Personality Integration'.
5. Government and private high school adolescents do not differ significantly on 'Independence'.
6. Government and private high school adolescents do not differ significantly on their total emotional maturity.

METHODOLOGY:

Sample: Sample of 200 IX class high school adolescents was selected purposively from district Shimla of Himachal Pradesh. These students were selected from three schools, one is the Government school and remaining two are private schools. There were 100 students from Government schools and 100 from private schools.

Tool Used: 'Emotional Maturity Scale' developed by Yashvir Singh and Mahesh Bhargava was used to collect the data.

Statistical techniques used: 't' test was used to find out the significance of differences among adolescents of government and private schools.

RESULTS AND DISCUSSION:

Table-1

Mean, S.D., and t -value showing differences between Government and private high school adolescents on emotional maturity

Groups	Dimension	N	Mean	S.D.	SE _D	df	't'	p
Government Private	Emotional Stability	100 100	20.33 24.05	4.84 5.54	0.73	198	5.09	< .01
Government Private	Emotional Progression	100 100	20.57 24.92	4.93 6.40	0.80	198	5.39	< .01
Government Private	Social Adjustment	100 100	18.24 20.14	4.77 5.59	0.73	198	2.58	< .05
Government Private	Personality Integration	100 100	16.82 19.21	5.16 5.89	0.78	98	3.05	< .01
Government Private	Independence	100 100	15.56 17.42	4.37 4.73	0.64	198	2.90	< .01
Government Private	Total Emotional Maturity	100 100	91.3 106.6	18.75 23.13	2.97	198	4.96	< .01

It is evident from table-1 that the Government and private high school adolescents differ significantly on all the dimensions of 'Emotional Maturity' and their total emotional maturity. Government high school adolescents have rated themselves lower on emotional maturity than private high school adolescents. It means the type of school affects their emotional maturity. Perhaps Government school adolescents fail to develop their emotional maturity by using appropriate strategies. Their teachers might not have provided systematic feedback on their socio-emotional learning

REFERENCES

- Dhami, G.S. (1978). Intelligence, emotional maturity and socio-economic status as factors indicative of success in scholastic achievement. *Third Survey of Research in Education* (1978-83). New Delhi: NCERT, 662-663.
- Gagandeep, K. (1986). Adolescents in different school environment and their impact on their adjustment to school and home. *Fourth Survey of Research in Education* (1983-88). New Delhi: NCERT, Volume-I, 364.
- John, R and Christie, I. (2007). Emotional maturity of post graduate students in Pondicherry Region. *Experiments in Education*, 35(8), 11-13.

- Kashyap, V. (1989). Psychological determinants of adolescents problems. *Fifth Survey of Research in Education* (1988-92). New Delhi: NCERT, Volume II, 894.
- Kenchappanavar, R. (2009). Emotional maturity of female college students of Bijapur. *Journal of Community Guidance and Research*, 26(1), 55-59.
- Krishna, K. P. (1978). A study of some antecedents and personality co-relates of risk-taking Behavior. *Third Survey of Research in Education* (1978-1983). New Delhi: NCERT, 368-369.
- Mulia (1991). A comparative study of the social maturity of higher secondary students in the context of their streams, sex and diqs. *Fifth Survey of Research in Education* (1988-1992). New Delhi: NCERT, Volume-II, 1016.
- Padhy, N. (1986). Effects of schoolings on the development of logical thinking and adjustment among elementary school children. *Fourth Survey of Research in Education* (1983-1988). New Delhi: NCERT, Volume-I, 408.
- Pandit, I. (1985). A study of the psychological needs and self - concept of adolescents and their bearing on adjustment. *Fourth Survey of Research in Education* (1983-1988). New Delhi: NCERT, Volume-I, 410.
- Singh, B.K. (1984). A psychological study of the patterns of personality variables of rural and urban college students of Agra region. *Fourth Survey of Research in Education* (1983-1988). New Delhi: NCERT, Volume-I, 435.
- Srivastava, R.K. (1988). Personality adjustments associated with locality and sex variables. *Fifth Survey of Research in Education* (1988-92). New Delhi: NCERT, Volume-II, 934.