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RESEARCH ARTICLE

Development of Emotional Maturity among Students

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ABSTRACT:

The major purpose of this research was to investigate the development of emotional maturity among high/senior secondary school students. The data were collected on the 600 high/senior secondary school students – 300 boys and 300 girls through convenient as well as random method of sampling by employing Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargva. The technique of t-test was used to verify the hypotheses. The outcome of the research investigation shows that the seventh and eighth, eighth and ninth, ninth and tenth, tenth and eleventh and eleventh and twelfth class high/senior secondary school students do not differ significantly with respect to their mean scores on the variable emotional maturity.

KEY WORDS: Development, Emotional Maturity, high/senior secondary school students

1. INTRODUCTION:

As we know human beings occupy the most important position among all the creations of the God. This is because of the some possessions of human beings like mind, emotions etc. Basically human beings are creatures of feeling or emotions. 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 area of adjustment. The process of the maturation and learning play effective roles in the development of emotion in human beings. As a child grows, he may acquire through his environmental experiences and training. It is expressed in love, fear, anger, laughter and a 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. Mostly find that as the age increases the emotional maturity also increases. So, emotional maturity is high in adulthood stage.

The concept of maturity is used in psychology and psychiatry. In this field it designates that phase of personality development which corresponds to biological and psychological maturation. We call a person psychologically mature after he has reached a certain

level of intelligence and emotional outlook. If the development of a person is undisturbed, biological and psychological maturation progress more or less parallel with each other. Usually, however, biological maturation proceeds ahead of emotional maturation. 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.

Adolescence is one of the important periods of life. It 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. Long ago, the great Indian philosopher Swami Vivekananda aptly said, "youths are not useless but are used less." Hence proper guidance at this crucial phase of life is all the more important for enriching their knowledge and skills in management of emotions. Youth is not only a time of life; it is also a state of mind and a matter of will. The future of any nation depends on the quality of its youth. 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 create favourable 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. Schools are one important place where children have contacts with their peers, form friendship, and participate in social groups with other children.

The present study was expected to help the parents, teachers, and administrators of the school to provide such an environment where they feel free and can take a decision by themselves and where they can live emotionally stable, and which is best suited to good adjustment so that their potentialities can be used to the maximum as to promote their personality. After study of related literature it was found that very few studies has been carried out on emotional maturity among adolescents of government and private schools. Some researchers like Arya (1984), Bhatia (1984), Pandit (1985), Gupta (1989), Kuruvilla (2006), and Manoharan (2007) etc. found that there is significant difference of sex and locality on their emotional maturity. On the other hand some researchers like Krishna (1978), and Usha (2007) says that there exists no sex and residence difference on their emotional maturity. However, the researcher of the present investigation has not found any study with related to the development of emotional maturity among the students. Thus, in order to reach at

decisive conclusion in this respect, the present study is designed to investigate.

2. RESEARCH QUESTION:

The following research question was laid down for the present study:

Is there any significant difference between seventh and eighth, eighth and ninth, ninth and tenth, tenth and eleventh, and eleventh and twelfth high/senior school students with respect to their Emotional Maturity?

3. OBJECTIVES OF THE STUDY:

The study conducted by the investigator was based on the following objectives:

1. To compare the seventh and eighth class high school students with respect to their mean scores on the variable Emotional Maturity.
2. To compare the eighth and ninth class high school students with respect to their mean scores on the variable emotional maturity.
3. To compare the ninth and tenth class high school with respect to their mean scores on the variable emotional maturity.
4. To compare the tenth and eleventh class high and senior secondary school students with respect to their mean scores on the variable emotional maturity.
5. To compare the +1 and +2 class senior secondary school students with respect to their mean scores on the variable emotional maturity.

4. HYPOTHESES OF THE STUDY:

The study tends to test the following null hypotheses:

1. Seventh and eighth class high school students do not differ significantly with respect to their mean scores on the variable emotional maturity.
2. Eighth and ninth class high school students do not differ significantly with respect to their mean scores on the variable emotional maturity.
3. Ninth and tenth class high school students do not differ significantly with respect to their mean scores on the variable emotional maturity.
4. Tenth and eleventh class high and senior secondary students do not differ significantly with respect to their mean scores on the variable emotional maturity.
5. +1 and +2 class senior secondary school students do not differ significantly with respect to their mean scores on the variable emotional maturity.

5. METHOD:

In order to accomplish the objectives of the present investigation the researcher has used the cross sectional method of descriptive research.

**6. THE SAMPLE:**

In the present study the sample was drawn from the students studying in different classes like 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, +1 and +2 of Govt. High/Senior Secondary Schools situated in Mandi district of Himachal Pradesh. From the selected District, 10 schools were taken on the basis of convenience. However, while choosing the schools it was observed that they are well distributed in the District, are situated at a considerable distance from each other, and represent boys and girls. Further, 100 students (50 boys and 50 girls by selecting 5 boys and 5 girls from each classes) were drawn randomly from classes 7, 8, 9, 10, 11 and 12. The total sample consists of 600 high/senior secondary school students – 300 boys and 300 girls. It is worth mentioning that all these schools followed the curriculum prescribe by the Himachal Pradesh Board of School Education.

**7. TOOLS USED:**

To collect the requisite data for present study the investigator used Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargva. This scale consists of 48 items pertaining to the different aspects of emotional maturity. These different aspects are emotional stability, emotional progression, social adjustment, personality integration, and independence.

**8. STATISTICAL TECHNIQUES USED:**

Objective numbers 1 to 5 sought to compare high/senior secondary school boys and girls studying in different classes with respect to their mean scores on the variable of Emotional Maturity. In view of this, the technique of t-test was used in all these cases.

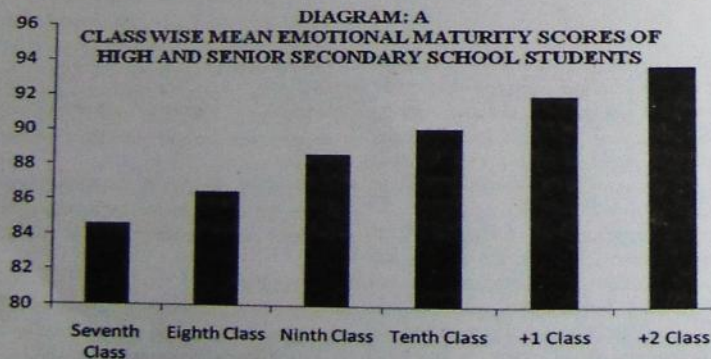
**9. ANALYSIS AND INTERPRETATION OF DATA:**

The present study aimed at studying the development of emotional maturity among high/senior secondary school students. In order to achieve this objective, a sample of 600 (300 boys and 300 girls) high/senior secondary school students studying in classes 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, +1, and +2 was drawn from ten Government High and Senior Secondary Schools situated in Mandi district of Himachal Pradesh. The Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargva was administered to the selected sample in order to collect the requisite data. The data available on the selected variable was tabulated, analyzed and interpreted in the following manner.

**Table 1: Class Wise Comparison of Mean Emotional Maturity Scores of High and Senior Secondary School Students**

Objective	Group	N	Mean	SD	SE <sub>M</sub>	t-value	Level of Significance
1	Seventh Class	100	84.61	17.21	1.72	0.65	Not Significant
	Eighth Class	100	86.42	21.62	2.16		
2	Eighth Class	100	86.42	21.62	2.16	0.83	Not Significant
	Ninth Class	100	88.58	20.58	2.05		
3	Ninth Class	100	88.58	20.58	2.05	0.48	Not Significant
	Tenth Class	100	90.03	21.47	2.14		
4	Tenth Class	100	90.03	21.47	2.14	0.59	Not Significant
	+1 Class	100	91.85	21.94	2.19		
5	+1 Class	100	91.85	21.94	2.19	0.49	Not Significant
	+2 Class	100	93.51	25.19	2.51		

The data is graphically represented below:



**Objective-1:** To compare the seventh and eighth class high school students with respect to their mean scores on the variable Emotional Maturity.

It is evident from Table-1 and Diagram-A that t-value came out to be 0.65, which is not significant. This indicates that seventh and eighth class high school students do not differ significantly with respect to their mean scores on Emotional Maturity. Hence, the hypothesis that "Seventh and eighth class high school students do not differ significantly with respect to their mean scores on the variable emotional maturity" is accepted.

Since, the mean score on Emotional Maturity is higher for eighth class (86.42) as compared to seventh class (84.61), it may be inferred that eighth class high school students exhibit significantly superior Emotional Maturity in comparison to seventh class high school students.

**Objective-2:** To compare the eighth and ninth class high school students with respect to their mean scores on the variable emotional maturity.

It is evident from Table-1 and Diagram-A that t-value came out to be 0.83, which is not significant. This indicates that eighth and ninth class high school students do not differ significantly with respect to their mean scores on Emotional Maturity. Hence, the hypothesis that "Eighth and ninth class high school students do not differ significantly with respect to their mean scores on the variable emotional maturity" is accepted.

Since, the mean score on Emotional Maturity is higher for ninth class (88.58) as compared to eighth class (86.42), it may be inferred that ninth class high school students exhibit significantly superior Emotional Maturity in comparison to eighth class high school students.

**Objective-3:** To compare the ninth and tenth class high school with respect to their mean scores on the variable emotional maturity.

It is evident from Table-1 and Diagram-A that t-value came out to be 0.48, which is not significant. This indicates that ninth and tenth class high school students do not differ significantly with respect to their mean scores on Emotional Maturity. Hence, the hypothesis that "Ninth and tenth class high school students do not differ significantly with respect to their mean scores on the variable emotional maturity" is accepted.

Since, the mean score on Emotional Maturity is higher for tenth class (90.03) as compared to ninth class (88.58), it may be inferred that tenth class high school

students exhibit significantly superior Emotional Maturity in comparison to ninth class high school students.

**Objective-4:** To compare the tenth and eleventh class high and senior secondary school students with respect to their mean scores on the variable emotional maturity.

It is evident from Table-1 and Diagram-A that t-value came out to be 0.95, which is not significant. This indicates that tenth and +1 class high/senior secondary high school students do not differ significantly with respect to their mean scores on Emotional Maturity. Hence, the hypothesis that "Tenth and eleventh class high and senior secondary students do not differ significantly with respect to their mean scores on the variable emotional maturity" is accepted.

Since, the mean score on Emotional Maturity is higher for +1 class (91.85) as compared to tenth class (90.03), it may be inferred that +1 class senior secondary school students exhibit significantly superior Emotional Maturity in comparison to tenth class high school students.

**Objective-5:** To compare the +1 and +2 class senior secondary school students with respect to their mean scores on the variable emotional maturity.

It is evident from Table-1 and Diagram-A that t-value came out to be 0.49, which is not significant. This indicates that +1 and +2 class senior secondary school students do not differ significantly with respect to their mean scores on Emotional Maturity. Hence, the hypothesis that "+1 and +2 class senior secondary school students do not differ significantly with respect to their mean scores on the variable emotional maturity" is accepted.

Since, the mean score on Emotional Maturity is higher for +2 class (93.51) as compared to +1 class (91.85), it may be inferred that +2 class senior secondary school students exhibit significantly superior Emotional Maturity in comparison to +1 class senior secondary school students.

**10. EDUCATIONAL IMPLICATIONS:**

The findings of the present study have the important implications for educational practice. In the present study, the investigator found that emotional maturity of the students is increasing day by day. This has the implication for teachers to alter government school adolescents view regarding their emotional maturity by using appropriate intervention strategies. Teachers can improve emotional maturity among government high school adolescents by providing systematic feedback on

different type of learning performance. And by keeping in view the problems of adolescent age, teachers can also deal with the adolescent students accordingly, by which conflicts and tensions of this age can be removed and students of this age can make attention towards their studies.

Different guidance and counseling programmes should be organized to solve the problem of adolescents especially those studying in government schools. Neither the government nor the private bodies should make any differentiation in the educational system for the adolescents. Both the boys and girls adolescent need to be given maximum opportunity for self expression and original thinking. Parents and teachers should take care the factors that affects the emotional maturity like; emotional stability, emotional progression, social adjustment, personality integration and independence, among adolescents. They should keep a continuous check on these dimensions of the emotional maturity, and try to balancing them by proper guidance and co-operation.

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