

A Study on Emotional Maturity of Xi-Standard Students

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Abstract--- *A life filled with maturity, self-confidence, and fulfilment leads to success. Maturity refers to a significant phase in the growth of a living organism, especially it is a striking difference of forces between adolescent ad mature emotional attitudes like insecurity, awkwardness, instability etc., and Emotions are great motivating forces throughout the span of human life which affects the aspirations, actions and thoughts of the individual. It is observed through thoughts and behaviors which means to almost all kinds of emotions (positive as well as negative) and is able to express them skilfully, timely and in different situations of life. Emotions are important in every stage of life which plays the maximum role during the adolescence period. It gives the clue to the essence of the mature state of mind by understanding them. In the School education particularly high School education plays an important role in personal and professional success. Hence one needs to adjust to the existing and continuously changing environments. The present study consisted of 200 students drawn randomly from different schools in Chennai and thiruvallur districts. The tool used to collect data for the study was Emotional Maturity Scale and personal data sheet. t-test, ANOVA and chi-square tests showed that there exist a difference and association with emotional maturity and gender.*

Keywords--- *Emotional Maturity, Emotions, Adolescents.*

I. INTRODUCTION

The major objective of today's education is the all round development and the personality of the child. The development of personality is determined not only by heredity and environment but also by the emotional maturity of the individual. Emotional mature people lead a well-adjusted life due to their healthy outlook on life. Teens reach cognitive maturity far more quickly than they reach emotional maturity. An Emotionally mature person has the capacity to withstand delay in satisfaction of needs, capacity to make effective adjustment with themselves, with members of their family, peers in school / work place, society and culture. Thus we must educate the children from their early age so that they may grow with awareness of oneself and cultivate a positive maturity level, which may help them to come up with full self control throughout their life. Emotional maturity and emotional balance work hand in hand. Emotional balance is to recognize what one feels, and emotional maturity not to act out. Once emotional balance and maturity are balanced, it becomes a sort of defense shield, it is more important to continue a successful, confident, and happier life.

II. REVIEW OF RELATED LITERATURE

Mallick et al. (2014) conducted a Study on Higher Secondary Student's Emotional Maturity and Achievement'. The findings revealed that there is significant difference between male and female and also between day scholar and

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hostel students. There is no significant difference between rural and urban and between government and aided with respect to level of emotional maturity.

Bindu (2014) made a study on a comparative study of emotional stability of adolescent of private and government schools of Haryana. The sample consists of 180 adolescent students of three private and three government schools of Gurgaon District. The data has been collected using a standardized tool Emotional Maturity Scale (EMS) developed by Dr. Mahesh Bharagava and Dr. Yashvir Singh. She found that the comparative difference between the emotional stability of adolescent students of private and government schools in Gurgaon is negligible.

Suvankar Biswas (2018) made a study on emotional maturity of students of higher secondary schools. Emotional Maturity Scale (EMS) developed and administrated by investigator itself. The sample used was of 100 students of four Higher Secondary Schools from rural and urban areas in Bongaon Town. The results revealed that there is no significant difference in Emotional Maturity of H.S. School Level students based on their gender and location.

Singh, Rashee (2012) made a study on a comparative study of rural and urban senior secondary school students in relation to emotional maturity. She found no significant difference between gender, region, rural male and rural female and urban male and urban female senior secondary school students in relation to emotional maturity.

III. OBJECTIVES OF THE STUDY

- To examine the significant difference between Emotional maturity of XI-standard students owing to some demographic variables

IV. HYPOTHESIS

- There is no significant difference between Emotional maturity of XI-standard students owing to some demographic variables

V. SAMPLE

The sample for the study was selected randomly. The sample consisted of 200 XI- standard school students drawn from Chennai and Thiruvallur districts.

VI. TOOLS USED

Emotional Maturity Scale by Singh and Bhargave (1990) was employed by the researcher for the purpose of data collection. As the tool is derived from a Recognized Institute on Psychological Laboratory, Agra, the tool possessed reliability, validity and also, fit well for the purpose of the study.

VII. ANALYSIS

Table Showing the Difference In Emotional Maturity Owing to Difference in Demographic Variables

Emotional maturity	Category	N	Mean	S.D	Std. Error	t- test	Df	Sig. level
Gender	Male	196	59.77	21.626	1.545	2.044	398	0.042
	Female	204	55.45	20.647	1.246			
Region	Rural	200	55.61	20.33	1.438	1.851	398	0.065
	Urban	200	59.53	21.940	1.551			
Type of school	Govt	133	6.87	20.026	1.736	0.475	398	0.835
	Govtaided	129	58.08	21.003	1.850			
	Private	138	57.76	22.615	1.925			

The above table shows the mean scores and standard deviation and ‘p’ value of selected demographic variables. The ‘p’ value of gender is lesser than ‘p’ value at 95% confidence level (0.05) with degrees of freedom 398. Thus hypothesis assumed that there is no significant difference between Emotional maturity owing to the gender is rejected. And the ‘p’ value of region and type of school is greater than the confidence level (0.05). Hence the hypothesis assumed that there is no significant difference between Emotional maturity owing to region and type of school is accepted.

One Way Anova Table for Emotional Maturity and Type of School

Variable	ANOVA	Sum of Squares	df	Mean square	‘f’	Sig.level
Type of School	Between Groups	103.017	2	51.508	0.114	0.892
	Within Groups	179495.161	397	452.129		
	Total	179598.178	399			

The above table shows the one way ANNOVA and ‘p’ value of Type of school. The ‘p’ value of Type of school greater than ‘p’ value at 95% confidence level (0.05) with degrees of freedom 398. Therefore we conclude there is no significant difference in Emotional maturity of XI-standard students owing to the differences in Type of school.

Chi-Square Table Showing Association between Emotional Maturity and Demographic Variables

Variable	Personal Variables	Subcategory	Low	Avg	High	df	X	Level of sig.	
EM	Gender	Male	fo	53	127	16	2	4.391 ^a	0.041
			fe	50.3	130.8	14.7			
		Female	fo	50	140	14			
			fe	52.5	136.2	15.3			
	Region	Rural	fo	61	125	14	2	2.731 ^a	0.255
			fe	51.5	133.5	15.0			
		Urban	fo	42	142	16			
			fe	51.5	133.5	15.0			
	Type of school	Govt	fo	21	104	8	4	10.246 ^a	0.836
			fe	23.9	93.8	15.3			
		Govt – aided	fo	22	92	15			
			fe	23.2	90.9	14.8			
Private		fo	29	86	23				
		fe	24.8	97.3	15.9				

From the above table the values obtained between the Emotional maturity owing to the selected demographic variables such as region and type of school are greater, but for gender the significant value is lesser than the significant level 0.05, also there is no significant association between Emotional maturity with the demographic variables such as region and type of school. But there is a significant association between gender and emotional maturity especially male students are emotionally matured than female students.

VIII. FINDINGS AND DISCUSSIONS

The analysis showed in the table depicts that there is significant difference in Emotional maturity owing to the difference in gender. This result was further reaffirmed by the Chi-Square test that there exists a significant

association between Emotional maturity and gender and no association between region and type of school. The present study is in agreement with the findings of **Gakhar S.C. (2003)** and **Mallick et al. (2014)** whose result had a significant difference between emotional maturity of secondary school students based on gender, but the study is in contradiction with the findings of **Singh, Rashee (2012)** whose result shows that there is no significant difference between emotional maturity of secondary school students based on gender, and had an agreement with region to the same. The study is in agreement with the findings of **Mallick et al. (2014)** whose result had no significant difference between emotional maturity of secondary school students based on their type of school.

IX. CONCLUSION

The present study indicated that the boys possess better level of emotional maturity than girls. The reason is that boys are encouraged more in choosing their options freely than girls. In order to improve their maturity level, girls should try to recognize the power of their self, also parents and teachers should make them grow with a well balanced emotional level which leads to lower their depression and stress to fulfil a happy and fruitful living.

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