

Emotional Maturity among school Students

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ABSTRACT

The present study aimed to know the emotional maturity among school students. It also aimed to check emotional maturity with reference to type of school and gender. Emotional Maturity Scale (EMS) by Dr. Tara Sabapathy (2017) was used. The sample constituted total 100 students out of which 50 were from secondary school students (25 boys students and 25 girls students) and 50 from higher secondary school students (25 boys students and 25 girls students). The data was collected from Rajkot District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is significant difference between the mean score of emotional maturity among the secondary and higher secondary school students. The higher secondary school students group have higher level of emotional maturity compare to secondary school students group, 2. There is significant difference between the mean score of emotional maturity among the boys and girls school students. The girl students group have higher level of emotional maturity compare to boy students group and 3. There is no significant difference in the interactive effect of the mean scores of emotional maturity among the type of school and gender.

Keywords: Emotional Maturity, Secondary And Higher Secondary School, Boy And Girl Students

The term emotional maturity has been described by experts in many ways-typically as the effective determinate of personality pattern. Second, it also helps us to control the growth of adolescent's development. From a scientific point of view personality is the organization of some traits and emotional maturity is one of them. The process of maturity emotionally is never complete, for a person in fairly good health mentally continues to grow more "mauler" in his attitude toward life and toward himself as long as he lives. Therefore, when we say that a major aim of a good educational program is to help learners to gain in emotional maturity, what we means is not the achievement of a certain and product that can be graded or rated on graduation day. The present circumstances, youth as well as children are facing difficulties and are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, compared with anatomy. It deals with the interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of

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dependence. As self acceptance is an important aspect of maturity, it must be preceded by acceptance from others. Emotional Maturity is always relative. Emotional maturity, however, develops throughout life. It is also a form of maturity from which one can regress most quickly. The adolescent becomes emotionally more mature as the parents permit him to accept responsibilities and become independent and self-sufficient.

Definitions of Emotional Maturity

According to Walter D. Smitson (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.” & Crow and Crow (1974), “An emotion is an affective experience that accompanies generalised inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour.”

Development of Emotional Maturity

Emotional Development is one of the major aspects of human growth and development. Emotions like anger, fear, love etc. play a great role in the development of child’s personality.

- 1. Emotional development during infancy:** From his very birth, the infant cries and his bodily movements seem to give evidence of the presence of an emotional element in him.
- 2. Emotional development during childhood:** In the infancy, the child is only concerned with his own well being. Therefore, the emotions are generally aroused by the conditions which are related with his immediate well-being.
- 3. Emotional development during adolescence:** The emotional balance is once again disturbed in adolescence. The individual once again experiences the violent and intensive current of emotions with regard to emotional experiences. This is the period of intensive storm and stress.
- 4. Emotional development in adulthood:** Emotional development reaches its maximum in adulthood. During this stage, generally all individuals attain emotional maturity.

Mukhtar Ahmad Wani & Aejaz Masih (2015) finding that the study revealed that majority of the post graduate students and research scholars of the university were emotionally unstable. The findings also showed that male students are emotionally immature than females on personality disintegration dimension of emotional maturity. Significant difference was also found between post graduates and research scholars on personality disintegration dimension of emotional maturity. On other dimensions of emotional maturity no difference was found between males and females and post graduates and research scholars University students must be taught to identify their level of emotional maturity, as they were at the highest seat of learning.

Lakshinandan Nath (2015) finding of the study reported that there were real differences on emotional maturity in respect of government and private as well as rural and urban secondary school students. The result shows that there was no significant difference between male and female secondary school students of Dhemaji district.

Objectives

1. To Study the effect of secondary and higher secondary school students have more emotional maturity.
2. To Study the effect of boys and girls school students have more emotional maturity.
3. To study the interactive effect of type of school and gender with respect to their emotional maturity.

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METHODOLOGY

Hypothesis

1. There will be no significant difference between the mean score of emotional maturity among the secondary and higher secondary school students.
2. There will be no significant difference between the mean score of emotional maturity among the boys and girls school students.
3. There will be no significant difference in the interactive effect of the mean scores of emotional maturity among the type of school and gender.

Sample

The sample constituted total 100 students out of which 50 were from secondary school students (25 boys students and 25 girls students) and 50 from higher secondary school students (25 boys students and 25 girls students).

Research Design

A total sample of 100 students equally distributed between secondary and higher secondary school students from Rajkot District selected for the research study.

Showing the table of Sample Distribution

Gender (B)	Type of School (A)		Total
	Secondary School (A ₁)	Higher Secondary School (A ₂)	
Boys students (B ₁)	25	25	50
Girls students (B ₂)	25	25	50
Total	50	50	100

Variable

Independent Variable

1. **Type of School** : Secondary and Higher Secondary School.
2. **Gender** : Boys and Girls students.

Dependent Variable : Emotional Maturity Scale.

Tools

Emotional Maturity Scale (EMS) by Dr. Tara Sabapathy (2017). The Emotional Maturity Scale with 44 items was administered on a randomly selected sample of 240 students. The six dimensions i.e. (1) Self-Knowledge, (2) Self-Confidence, (3) Acceptance of Reality, (4) Self-Control, (5) Social Adjustment & (6) Consistency. The scoring system – positive item, always-4, sometimes-3, rarely-2 & never-1 as well as negative item, always- 1, sometimes-2, rarely-3 & never-4. The reliability ca-efficient was 0.81 which is significant at .01 level of significance and correlation coefficient for the whole test was 0.88, which significant at .01 level of significance. The validity coefficient of correlation was found to be 0.72 which was fairly high.

Procedure

The permission was granted from various secondary and higher secondary school students for data collection in Rajkot District after the establishment of rapport, personal information and the

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'Emotional Maturity Scale (EMS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table : 1 The Table showing sum of variance, mean, 'F' value and level of significance of type of school and gender :

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	712.89	4.36	0.05*
SS _B	1	954.81	5.84	0.05*
SS _{A*B}	1	176.89	1.08	N.S.
SS _{Error}	96	163.38	—	—
SS _{Total}	99	17528.75	—	—

*0.05=3.94, N.S.= Not Significant

A = Type of School

B = Gender

A₁ = Secondary School

B₁ = Boys students

A₂ = Higher Secondary School

B₂ = Girls students

Table : 2 The Table showing the Mean Score of emotional maturity among secondary school and higher secondary school students :

	A (Type of School)		'F' value	Sign.
	A ₁ (Secondary School)	A ₂ (Higher Secondary School)		
M	117.28	122.62	4.36	0.05*
N	50	50		

Here we can see in table no.2, that the mean score of secondary school students group is 117.28 and the mean score of higher secondary school students group is 122.62. The 'F' value is 4.36 which is significant at 0.05 level. It means both group of secondary and higher secondary school students have significant difference in regards to their emotional maturity. It should be remembered here that, according to scoring pattern, higher score indicate higher emotional maturity. Thus from the result shows, the higher secondary school students group have higher level of emotional maturity compare to secondary school students group. Hypothesis no.1 "There is no significant difference between the mean score of emotional maturity among the secondary and higher secondary school students" is rejected.

Table : 3 The Table showing the Mean Score of emotional maturity among boys and girls students :

	B (Gender)		'F' value	Sign.
	B ₁ (Boys Students)	B ₂ (Girls Students)		
M	116.86	123.04	5.84	0.05
N	50	50		

Here we can see in table no.3, that the mean score of boy students group is 116.86 and the mean score of girl students group is 123.04. The 'F' value is 5.84 which is significant at 0.05 level. It means both group of boy and girl students have significant difference in regards to their

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emotional maturity. It should be remembered here that, according to scoring pattern, higher score indicate higher emotional maturity. Thus, from the result shows, the girl students group have higher level of emotional maturity compare to boy students' group. Hypothesis no.2 “There is no significant difference between the mean score of emotional maturity among the boys and girls school students” is rejected.

Table : 4 The Table showing the interactive effect of the Mean Score of emotional maturity among type of school and gender :

			A		‘F’ value	Sign.
			A ₁	A ₂		
M	B	B ₁	115.52	118.20	1.08	N.S.
		B ₂	119.04	127.04		
N			50	50		

Here we can see in table no.3 that the mean score of secondary school of boy students group is 115.52, secondary school of girl students group is 119.04, higher secondary school of boy students group is 118.20, and higher secondary school of girl students group is 127.04. The ‘F’ value is 1.08 which is not significant. It means both group of secondary and higher secondary school of boy and girl students is having no difference in their level of emotional maturity. It means to say that Hypothesis no.3 “There is no significant difference in the interactive effect of the mean scores of emotional maturity among the type of school and gender” is accepted.

CONCLUSION

1. There is significant difference between the mean score of emotional maturity among the secondary and higher secondary school students. The higher secondary school students group have higher level of emotional maturity compare to secondary school students group.
2. There is significant difference between the mean score of emotional maturity among the boys and girls school students. The girl students group have higher level of emotional maturity compare to boy students group.
3. There is no significant difference in the interactive effect of the mean scores of emotional maturity among the type of school and gender.

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Conflict of Interest

The author declared no conflict of interest.

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