

# A study on emotional maturity of higher secondary school students

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**Abstract:** This research paper is about the study on emotional maturity of government higher secondary school students in Surat district, Gujarat. The main objective of the paper is to find whether students differ in emotional maturity in relation to their gender and locality. For this, a sample of 200 students was selected through random sampling technique employing survey method. Students' emotional maturity scale as developed by Dave, J..D. was used for the collection of data. The reliability of the test was determined by Cronbach's Alpha method and was found to be 0.89 the scale was thus reliable. Validity was determined with the help of Face and Content validity, and found to be valid. The findings revealed that there are no gender differences in emotional maturity among students. Besides this there are no significant differences in emotional maturity among students in relation to their locality. The results of the study revealed that there were no significant gender difference in emotional maturity of government higher secondary school students must also be given aids and opportunities for professional development. They must be sent for trainings, seminars and interactive workshops related to their fields. Guidance and counselling program should also run by government and schools, Students must be motivated to undergo researches and other programmes.

**Keywords:** Emotional maturity, Students, Higher secondary schools.

## 1. INTRODUCTION:

Emotional maturity is an ability to respond to situations in positive manner by controlling emotions and behaving rationally. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. Students who have a well-developed emotional maturity are able to place themselves in their surroundings, understand their biases in the world, and can take responsibility for how they show up in the world. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitious etc. go on developing. A mature person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary problems. But it is undoubtedly related with his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability. A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature persons will have more satisfaction in life; he will be satisfied with what he is having, of course trying to achieve more. He will have balanced attitude. He will have more positive than negative attitude towards life. Cole (1954) says, 'The chief index of emotional maturity is the ability to bear tension'. This view lays stress upon 'self-control' and not on 'self-fulfilment'. Dosanjh (1956) says, 'Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies'. According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. Menninger (1999), emotional maturity includes the ability to deal constructively with reality.

## 2. Need of the study :

According to Woodworth, "Emotion is a 'moved' or 'stirred-up' state of an organism. It is a stirred of feelings, that is the way it appears to the individual himself." Bharti Sharma (2010) [1] in her study on "Adjustment and Emotional

Maturity among first year collage students” identified that there is significant difference in the adjustment process of the first and final year students as far as social, emotional and educational areas are concerned while no significant difference was observed in home and health areas. Subharayan, G Visvanathan (2011) in their study on “Emotional Maturity of college students” finds that sex religion influenced emotional maturity and type of family had not influenced emotional maturity. Dalwinder Singh, Simerjeetkaur, Gaurav Dureja (2012) in their study on “Emotional Maturity differentials among University students” identified that male non-sportsperson performed significantly better on all the sub variables that is emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity than female non sportspersons Dave Jigna (2014) studied about emotional maturity of the secondary school students of Amreli district has found There will be no significant gender, locality and social class differences in emotional maturity among higher secondary school students

### 3. METHODOLOGY

#### Objectives of the study

- To study the emotional maturity of higher secondary school students in relation to their gender.
- To study emotional maturity of higher secondary school students in relation to their locality

#### Null Hypotheses of the study

- There will be no significant differences in emotional maturity of higher secondary school students in relation to their gender.
- There will be no significant differences in emotional maturity of higher secondary school students in relation to their locality

#### Delimitation of the Study

- The study was delimited to Surat district of south Gujarat only
- The study was delimited to government higher secondary school of Surat district only

#### Population and Sample of the study

The sample of the study was confined to those higher secondary school students only who are studying at government higher secondary schools of Surat district. The Sample size was restricted to 200 higher secondary school students

#### Statement of the problem

The present study has been study the emotional maturity of higher secondary School Students. The problem is stated as:

#### A Study on Emotional Maturity of Higher Secondary School Students

#### Sampling Design

In the present study, a sample of 200 of government higher secondary school students from Surat district . Data regarding the emotional maturity among students were collected through random probability sampling technique through survey method.

#### Tool of the study

The tool used for the present study was students’ emotional maturity scale developed by J. Dave (2014) used for the data collection five point Scale i.e. Always, Frequently, Sometimes, Rarely and Never. Scoring procedure for positive items: 5, 4, 3, 2, 1 respectively Always, Frequently, Sometimes, Rarely and Never. Scoring procedure for negative items: 1, 2, 3, 4, 5 respectively The reliability of the test was determined by Cronbach’s Alpha method and was found to be 0.89 the scale was thus reliable. Validity was determined with the help of Face and Content validity, and found to be valid.

#### Data collection

Data was collected with the prior permission of the principal of government higher secondary school

#### Analysis and Interpretation of the Data

For the data analysis (Mean, Standard Deviation and ‘t’ value ) statistical techniques used in present study

**Hypothesis 1:** There will be no significant difference in emotional maturity of higher secondary school students with respect to their gender.

**Table: 1**

Sr.no.	gender	Sample no.	Mean	S.D.	t- value	significant differences
1	Girls	112	174.92	22.074	0.109	Not significant
2	boys	88	175.22	16.398		

Not Significant at both levels It was understood from the Table -1 that the calculated t- value was less than the tabulated value 1.98 at 0.05 level and 2.63 at 0.01 level . This implied that there was no significant difference between

in emotional maturity of Higher Secondary School students with respect to their gender . Hence, the null hypothesis was accepted.

**Hypothesis 2:** There will be no significant differences in emotional maturity of higher secondary school students in relation to their locality

**Table: 2**

Sr.no.	Locality	Sample no.	Mean	S.D.	t- value	significant differences
1	Rural	102	174.24	20.191	0.595	Not significant
2	Urban	98	175.90	19.309		

Not Significant at both levels It was understood from Table-2 that the calculated t-value was less than the tabulated value 1.98 at 0.05 level and 2.63 at 0.01 level. This implied that there is no significant difference in emotional maturity of Higher Secondary School students with respect to their locality. Hence, the null hypothesis was accepted.

#### 4. DISCUSSION OF THE RESULTS :

The main purpose of this study was to investigate students' emotional maturity of government higher secondary school students. The discussion of the results has been attempted along with the undertaken variables namely students' emotional maturity among government higher secondary school students with respect to their gender and locality. The results of the study revealed that there were no significant gender difference in emotional maturity among government higher secondary school students must also be given aids and opportunities for professional development. They must be sent for trainings, seminars and interactive workshops related to their fields. Guidance and counselling program should also run by government and schools, Students must be motivated to undergo researches and other programmes. School environment should be developed in such a manner that it helps in the development of emotional maturity among the students, because emotionally mature students are more competent than the less emotionally mature students..

#### 5. CONCLUSION :

The study focused on emotional maturity of higher secondary school students who are studying in the government educational institutions in Surat district of Gujarat State. The study was extended to report the emotional maturity of students in relation to gender and locality based on survey cum descriptive statistics. In the study it was concluded that both male and female whether they belong to rural and urban backgrounds had no significant difference. It was found that students had good awareness about the responsibilities and emotions of self and their students, which is very important for an effective and efficient pedagogy, strategies and methods in educational institutions.

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