



A STUDY ON EMOTIONAL MATURITY OF INTERMEDIATE SCHOOL STUDENTS

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Abstract

The study is aimed at finding the emotional maturity of intermediate school students. A random sampling technique was used to select the sample. The researcher selected 120 intermediate school students from 6 government and 6 private Intermediate Schools of Krishna district of Andhra Pradesh. The emotional Maturity Scale was developed and standardized by Dr. Roma Pal. The scale consists of 40 statements. The reliability coefficient of the split-half method and test-retest for this scale were 0.74 and 0.77. The results of this investigation showed that there is a significant differences occurred among Intermediate School Students when compared on the variables of gende and there is a no significant differences occurred among Intermediate School Studentswith respect to locality, type of management .

Introduction

Emotional pressure during adolescence is increasing day by day. Emotions are the basic primitive forces by nature, allowing the organism to withstand the most laborious conditions for survival. Emotions are a way of acting, a way of blending into the world; They can be constructive and destructive. Emotions have a strong relationship with desires, needs, and interests. Healthy emotional development goes hand in hand with emotional maturity. Emotional maturity is the product of much of the interaction between the home environment, the school environment, society, culture, and the programs you watch on television. A mentally mature person can adjust better with himself and others. He accepts reality and does not whisper for small things. Emotional maturity is known as the process of impulse control by the agency of the self or ego. Dosanjh (1960), "Emotional maturity means balanced

personality. The ability to control disturbing emotions, to show stability and endurance under stress, and to be patient and without a neurotic tendency".

Experts have described the term emotional maturity in many ways usually the effective decision making power of a personality model. It also helps us to control puberty development. Personality from a scientific point of view is the organization of certain traits and emotional maturity is one of them. The process of emotional maturity is never complete because a person with good mental health will continue to grow more and more. Therefore, when we say that the main goal of a good educational program is to help learners achieve emotional maturity, it is not a specific and productive achievement that can be graded or rated on graduation day. Current conditions, along with adolescents, cause children to struggle and lead to many psychological problems such as anxiety, tensions and depression and emotional dissatisfaction in daily life. So, compared to anatomy, the study of emotional life is now developing into a detailed science. It deals with the interaction of forces with intensities and magnitudes. Available tests measure the degree of crude and mainly dependence. Since self-acceptance is an important aspect of maturity, it must first be approved by others. Emotional maturity is always relative. However, emotional maturity develops throughout life. It is a form of a person's maturity, from which one can retreat very quickly. Psychologically more mature during adolescence as parents are allowed to accept responsibilities and become independent and self-sufficient.

Need of the Study

Emotional maturity at the college stage in student life plays a key role in developing their personality. Although we call the man a judge, there is no reason to doubt his behaviour, which is controlled by emotions. If you do not know the nature of human life, its behaviour will not be comprehensively evaluated. Furthermore, to live a healthy life in society, proper development of the student's emotional maturity is essential. The conscious mental process of social life is regulated exclusively by the emotional behaviour of the individual. So, if emotional development is not properly developed, then life development is not fulfilled. A person who does not properly develop a positive response to emotional maturity is not considered a perfect person. In such a situation, emotional maturity is required to conform to behavioural standards to develop a good human being.

Review of Related Literature

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K. Subbarayan & G. Visvanathan (2011) concluded that the sex, community and family type did not play any role in emotional maturity of college students.

Jain, M.& Pasrija, P. (2014) revealed that no significant difference was found in the emotional maturity of senior secondary school students with the type of schools and gender.

Statement of the problem

The title of the present investigation is “*Emotional Maturity of Intermediate Students*”.

Objectives of the present investigation

- To study the significant differences of emotional maturity of Intermediate Students due to variation in their a) Gender b) Locality c) Type of management

Null Hypotheses

- Gender of Intermediate Students do not differ in their emotional maturity.
- Locality of Intermediate Students do not differ in their emotional maturity.
- Type of management of Intermediate Students do not differ in their emotional maturity.

Methodology of the study

Sample

A random sampling technique was used to select the sample. The researcher has selected 120 intermediate school students as a sample for the present study. The sample constituted six government and six private Intermediate Schools of Krishna district of Andhra Pradesh.

Tool used

Emotional Maturity Scale: It was developed and standardized by Dr. Roma Pal. The scale consists of 40 statements. This scale has 5 alternative responses: strongly agree, agree, moderate, disagree, and strongly disagree. The scoring of items of the scale was done by giving a score of 5, 4, 3, 2, and 1 for strongly agree, agree, moderate, disagree, and strongly disagree respectively. The emotional maturity scale on the scores ranges between 40-200. The reliability coefficient of the split-half method and test-retest for this scale was 0.74 and 0.77. The validity coefficient of the present scale with Singh and Bhargava’s emotional maturity scale was found to be 0.84.

Statistical Techniques Used

The following statistical methods such as Mean, Standard Deviation, Critical Ratio, were used to analyze the data in this investigation.

Data Analysis

Table 1: Emotional Maturity of Intermediate Students - Gender - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Gender	Male	75	130.56	12.45	3.94 *
	Female	75	138.66	12.69	

* Significant at 0.05 level

The C.R. value (1.64) is less than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is rejected. The gender of Intermediate Students do not make a significant difference in their emotional maturity.

Table 2: Emotional Maturity of Intermediate Students – Locality of living – Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Locality	Rural	57	132.67	12.47	2.10 *
	Urban	93	128.42	11.72	

* Significant at 0.05 level

The C.R. value (2.10) is higher than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The locality of living of Intermediate Students do not make a significant difference in their emotional maturity.

Table 3: Emotional Maturity of Intermediate Students – Type of management - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Type of management	Govt.	68	137.33	13.81	0.94#
	Private	82	135.29	12.67	

Not Significant at 0.05 level

The C.R. value (0.94) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The type of management of Intermediate School Students does not make a significant difference in their emotional maturity.

Major findings of the study

- Gender of Intermediate Students makes a significant difference in their emotional maturity.

- Locality of Intermediate Students do not make a significant difference in their emotional maturity
- Management of Intermediate Students do not make a significant difference in their emotional maturity

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