

## EMOTIONAL MATURITY OF ADOLESCENT STUDENTS

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### Abstract

*The study aims emotional maturity of adolescent students in tirupati, chittoor district. A random sample of 200 was taken on adolescent students in the Tirupati, Chittoor district. The emotional maturity scale developed by Dr. Tara Sabapathy was used for assessing the emotional maturity of the participants. Mean, Standard deviation, Percentage of mean, and 't' value were calculated. The study also revealed there is no significant difference in gender and locality. The variable like type of institute and medium of instruction are significantly influenced the emotional maturity of adolescent students.*

**Keywords:** *Emotional Maturity, Adolescence, Students.*

Emotional maturity cannot be described only in a developmental way. Self-control can be viewed as one of the key elements to attaining maturity, but it does not mean suppressing your emotions. Expression of emotions in the appropriate manner at the right time, place, and situation is vital to taking the first step towards emotional maturity. Some people think maturity is keeping control of emotions in all conditions. Some others judge maturity in the trained expression of emotions. A person is considered emotionally mature when he can endeavour to have more stability when responding and be emotionally healthy. An emotionally mature person will adjust to the demands of the environment. He has a positive attitude towards life and strives to achieve control over himself, his emotions, feelings, and reactions. They are flexible and do not like to exaggerate the situation and stress. They do not get engulfed with negativity. Rene Descartes (1649) identified six simple and primitive passions- wonder, love, hatred, desire, joy, and sadness. He also said that emotions could be any six of these or species of them. Menninger (1999) states that emotional maturity includes the ability to deal constructively with reality.

### **Need and significance of the study:**

Emotional maturity helps a person be self-aware, positive, patient, empathetic, self-control, flexible, accountable, etc. This means an emotionally mature person can adapt to all the complexities of life in a peaceful & flexible way. Life is full of complexities, but we have to handle this correctly. If not, then survival is going to be difficult. Hence, every child should be prepared with proper emotional development so that they can cope with any problems that appear in life, and if that, then success is not impossible for them.

### **Operational Definition of key terms:**

#### **Emotional maturity:**

Emotional maturity is defined as how well you can respond to situations, control your emotions and behave in an adult manner when dealing with others.

**Adolescent students:** A formal education who study from X class.

### **Objectives:**

- To find out the influence of the following variables on the emotional maturity of adolescent students i.e. Gender: Boy / Girl , Locality : Rural / Urban , Type of institute: Government/ Private , Medium of instruction: English / Telugu

### **Hypotheses:**

- There would be no significant difference between boys and girls in their emotional maturity.
- There would be no significant difference between rural and urban adolescent students in their emotional maturity.
- There would be no significant difference between government and private adolescent students in their emotional maturity.
- There would be no significant difference between English and Telugu medium adolescent students in their emotional maturity.

### **Method:**

The survey method is used in the present study.

### **Scope of the study:**

The scope of the demographic variables is Gender, Locality, type of institute, and medium of instruction.

### **Sample and Sampling:**

200 adolescent students were selected by using the Simple Random Sampling Technique.

**Tools of the Study:**

The researcher adopted the Emotional maturity scale is developed by Dr. Tara Sabapathy. The emotional maturity scale is a self-reporting four-point scale. Forty-four items of the scale are in question format demanding information in any of the four options with the scoring of always-4, sometimes-3, rarely-2, and never-1. The higher the scale score, the greater the degree of emotional maturity. The reliability coefficient was 0.81, which is significant at 0.01 level of significance. The correlation coefficient for the whole test was 0.88, which is significant at a 0.01 level of significance.

**Data Collection:**

The researcher personally visited secondary schools in the Tirupati, Chittoor district and collected the data from X class students.

**Statistical Techniques to be used:**

Mean, SD, % of mean, and 't' value are calculated.

**Analysis of the Data:**

**Objective – 1:** To find the influence of the emotional maturity of adolescent students in the following variables i.e. Gender, Locality, Type of Institution, and Medium of Instruction.

**Hypothesis -1:** There would be no significant difference between boys and girls on their emotional maturity.

**Table – 1: Showing mean, S.D. and 't' values of boys and Girls sample of adolescent students.**

Gender	N	Mean	SD	SEd	't' value
Boys	125	95.32	16.02	1.166	0.754 <sup>NS</sup>
Girls	75	96.20	16.64		

NS – Not significant

At 0.05 level the table value 1.96 at 0.05 level and 2.58 at 0.01 level

The calculated 't' value is 0.754 is less than the table value 1.96 at 0.05 level. There is no significant difference in the emotional maturity of boys and girls. Hence the hypothesis – I is accepted.

**Hypothesis – II:** There would be no significant difference between rural and urban students on their emotional maturity.

**Table – 2: Showing mean, S.D. and ‘t’ values of rural and urban adolescent students on their emotional maturity**

Residence	N	Mean	SD	SEd	‘t’ value
Rural	120	97.931	16.52	1.19	0.799 <sup>NS</sup>
Urban	80	96.98	16.78		

NS – Not significant at 0.05 level the table value 1.96 at 0.05 level and 2.58 at 0.01 level

The calculated’ value is 0.799 is less than the table value 1.96 at 0.05 level. There is no significant difference in the emotional maturity of rural and urban adolescent students. Hence the hypothesis – II is accepted.

**Hypothesis- III: There would be no significant difference between government and private adolescent students on their emotional maturity.**

**Table – 3: showing mean, S.D. and ‘t’ values of Government and private adolescent students on their emotional maturity**

Type of Management	N	Mean	SD	SEd	‘t’ value
Government	75	90.39	16.61	1.18	4.169**
Private	125	95.47	16.75		

\*\* – Significant at 0.05 and 0.01 levels

The calculated’ value is 4.169 is greater than the table value 1.96 at 0.05 level and the table value 2.58 at 0.01 level. There is significant difference in the emotional maturity of government and private adolescent students. Hence the hypothesis – III is rejected.

**Hypothesis – IV: There would be no significant difference between English and Telugu medium students in their emotional maturity**

**Table – 4: Showing mean, S.D. and ‘t’ values of English and Telugu adolescent students on their emotional maturity**

Medium of instruction	N	Mean	SD	SEd	‘t’ value
English	110	90.24	16.62	1.183	3.372**
Telugu	90	96.25	16.69		

\*\* Significant at 0.05 level and 0.01 level.

The calculated' value is 3.372 is greater than the table value 1.96 at 0.05 level and 2.58 at 0.01 level. There is significant difference in the emotional maturity of English and Telugu medium adolescent students. Hence the hypothesis – IV is rejected.

### **Findings**

- From the above table it is observed that 90% of students are having emotional maturity
- The variables like Gender, Locality are not significantly influencing the emotional maturity of adolescent students.
- The variable like type of institute and medium of instruction are significantly influenced the emotional maturity of adolescent students.

### **Educational Implications**

- The present generation is bright intellectually but lack of emotional balance and stability. Since emotions enter into every phase and fact of life society expects schools to provide health, emotional and development of the children. i.e. future generation.
- The teacher should try to practice and teach the children which are as possible. This is especially important for the distressing emotions of fear, pain and anger.

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