



EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study aimed to examine the emotional maturity of higher secondary school students. The normative survey method was adopted for the investigation. The study was conducted on a sample of 600 higher secondary school students studying in intermediate colleges in Chittoor District of Andhra Pradesh. The sample was selected through the stratified random sampling method. The Emotional Maturity Scale developed and standardized by Singh and Bhargava was used for data collection. The scale consists of 48 items and measures different dimensions of emotional maturity. Statistical techniques such as Mean, Standard Deviation, and t-test were employed for the analysis of data. The findings of the study revealed that higher secondary school students possess an average level of emotional maturity. The study also found a significant difference in emotional maturity with respect to gender, indicating that male students have higher emotional maturity than female students. However, no significant differences were found with respect to locality, management, and medium of instruction.

Keywords: *Emotional Maturity, Higher Secondary School Students, Adolescents.*

Introduction

Education is not limited to the development of intellectual abilities alone; it also emphasizes the emotional, social, and psychological growth of students. In the modern educational system, emotional maturity has emerged as an important factor influencing the overall personality development and academic success of adolescents. Higher secondary school students, who are in the stage of adolescence, experience rapid physical, emotional, cognitive, and social changes. This developmental stage is often associated with emotional instability, stress, anxiety, peer pressure, and identity conflicts. Therefore, emotional maturity becomes essential for students to maintain emotional balance and adjust effectively to various life situations. Emotional maturity refers to the ability of an individual to understand, control, and express emotions in a socially acceptable and balanced manner. According to Walter D.

Smitson, emotional maturity involves the process through which personality continuously strives for greater emotional health and emotional adjustment. Emotionally mature students are capable of controlling impulsive behavior, tolerating frustration, developing healthy interpersonal relationships, and making responsible decisions. Such students generally demonstrate better self-confidence, emotional stability, and social adjustment than emotionally immature individuals.

Adolescence is considered a sensitive and transitional stage in human development. During the higher secondary stage, students face numerous academic and personal challenges related to examinations, career choices, parental expectations, and social relationships. Emotional immaturity during this period may result in anxiety, aggression, poor adjustment, stress, and low academic achievement. Hence, emotional maturity plays a crucial role in helping students cope effectively with academic pressure and emotional conflicts. Studies have indicated that emotionally mature students tend to exhibit better mental health, adjustment, and academic performance compared to emotionally unstable students. Researchers have also emphasized the significant relationship between emotional maturity and educational outcomes. Daniel Goleman highlighted that emotional competencies such as self-awareness, self-regulation, empathy, and social skills contribute significantly to personal and academic success. Similarly, emotional maturity is influenced by several factors such as gender, socio-economic status, family environment, locality, and type of school. Understanding these factors is important for developing effective educational and counseling programs for adolescents.

In the present educational scenario, schools are expected to nurture not only cognitive abilities but also emotional competencies among students. Teachers and parents play an important role in fostering emotional maturity through guidance, emotional support, value education, counseling services, and co-curricular activities. Therefore, studying the emotional maturity of higher secondary school students is essential for promoting healthy personality development, academic achievement, and social adjustment. The present study aims to examine the emotional maturity of higher secondary school students in relation to selected demographic variables. The findings of the study may help educators, counselors, parents, and policymakers design appropriate strategies to enhance emotional well-being and holistic development among adolescents.

Need and Importance of the Study

In the present educational environment, higher secondary school students face various academic, social, emotional, and psychological challenges. Rapid changes in society,

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increasing competition in education, parental expectations, peer influence, and career-related stress often affect the emotional stability of adolescents. During the higher secondary stage, students undergo significant physical and psychological transformations, making them emotionally sensitive and vulnerable. Therefore, emotional maturity has become an essential aspect of adolescent development that requires serious attention from educators, parents, and researchers. Emotional maturity helps students manage their emotions effectively, maintain healthy interpersonal relationships, and respond positively to stressful situations. Emotionally mature students are generally able to control anger, frustration, anxiety, and fear, which contributes to better adjustment in school and society. According to Daniel Goleman, emotional competencies such as self-awareness, emotional regulation, empathy, and social skills play a significant role in personal success and psychological well-being. Hence, emotional maturity is closely associated with academic achievement, mental health, self-confidence, and social adjustment among students. The higher secondary stage is particularly important because students are preparing for higher education and future careers. Emotional imbalance during this stage may negatively affect concentration, decision-making, academic performance, and social behavior. Students with low emotional maturity may experience stress, depression, anxiety, aggression, and poor adjustment. Therefore, it is necessary to identify the level of emotional maturity among higher secondary school students and understand the factors influencing it. Such understanding may help teachers and parents provide proper emotional guidance and support to adolescents.

The study of emotional maturity is also important in the educational context because schools are increasingly expected to focus on the holistic development of learners rather than mere academic excellence. Educational institutions can promote emotional maturity through counseling services, value education, life skills training, yoga, meditation, and co-curricular activities. By understanding the emotional needs of students, educators can create a supportive learning environment that enhances emotional stability and positive behavior. Furthermore, previous research studies have revealed that variables such as gender, locality, type of school, socio-economic status, and family background influence emotional maturity among adolescents. Investigating emotional maturity among higher secondary school students may therefore provide valuable insights for psychologists, counselors, policymakers, and curriculum planners in designing suitable intervention programs for adolescent development. Thus, the present study is significant because it seeks to examine the emotional maturity of higher secondary school students and contribute to the development of emotionally balanced,

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socially adjusted, and academically successful individuals. The findings of the study may be useful for teachers, parents, educational administrators, and mental health professionals in promoting the emotional well-being and holistic personality development of adolescents.

Review of Related Literature

Chaudhari, K. B., & Shukla, P. (2022) conducted a study on emotional maturity among secondary school students. The study examined emotional maturity with respect to gender and residential background. Using the Emotional Maturity Scale developed by Singh and Bhargava, the researchers found significant differences in emotional maturity among students based on gender and area of residence. The study highlighted the importance of emotional regulation and adjustment among adolescents.

Thomas, T., & Godwin, L. (2022) conducted a study on the emotional maturity of higher secondary school students in Ernakulam district, Kerala. The study used a sample of 100 adolescents aged between 16 and 17 years. The findings indicated that a considerable number of students showed emotional instability. The study further revealed that girls demonstrated relatively higher emotional maturity than boys, while rural students showed higher emotional maturity than urban students.

Noor, A. E., et al. (2023) conducted a comparative analysis of emotional maturity and academic performance among secondary school students. The study found that emotionally mature students showed better academic achievement and healthier adjustment patterns compared to emotionally unstable students. The researchers concluded that emotional maturity contributes positively to students' educational progress and psychological well-being.

Mathew, R., & Singh, R. (2024) examined the impact of emotional maturity on academic achievement among higher secondary school students in Telangana. Using stratified random sampling, the researchers studied 360 students and found that emotional stability, personality integration, and social adjustment significantly influenced academic achievement. The study emphasized that emotionally mature students perform better academically and demonstrate improved social behavior.

Statement of the Problem

The problem selected for the present study is stated as follows: **“Emotional Maturity of Higher Secondary School Students.”**

Operational Definitions

Emotional Maturity

Emotional maturity means the ability of students to control and express their emotions in a balanced and proper manner.

Higher Secondary School Students

Higher secondary school students are those who are studying in Classes XI and XII (Intermediate level).

• **Objectives**

- To find out the emotional maturity of higher secondary school students with respect to their gender.
- To find out the emotional maturity of higher secondary school students with respect to their locality.
- To find out the emotional maturity of higher secondary school students with respect to their management.
- To find out the emotional maturity of higher secondary school students with respect to their medium of instruction.

Hypotheses

- There would be no significant difference in the emotional maturity of higher secondary school students with respect to their gender.
- There would be no significant difference in the emotional maturity of higher secondary school students with respect to their locality.
- There would be no significant difference in the emotional maturity of higher secondary school students with respect to their management.
- There would be no significant difference in the emotional maturity of higher secondary school students with respect to their medium of instruction.

Methodology

The normative survey method was used for the present investigation. The study was conducted on a sample of 600 higher secondary school students studying in intermediate colleges in Chittoor District of Andhra Pradesh. The data were collected using the stratified random sampling method. The Emotional Maturity Scale developed and standardized by Dr. Yashvir Singh and Mahesh Bhargava was used for data collection. The scale consists of 48 statements and is a self-reporting five-point scale. The scoring of the items was done by assigning scores of 5, 4, 3, 2, and 1 for “Strongly Agree,” “Agree,” “Moderate,” “Disagree,” and “Strongly Disagree,” respectively. The test-retest reliability coefficient of the scale was

found to be 0.75. Statistical techniques such as Mean, Standard Deviation, and t-test were used to analyze the data.

Data Analysis

Table-1: Comparison of Emotional Maturity of Male and Female Higher Secondary School Students

| Variable | Sample | Sample size (N) | Mean | S.D. | t-value |
|----------|--------|-----------------|--------|-------|---------|
| Gender | Male | 300 | 143.33 | 40.47 | 2.75* |
| | Female | 300 | 134.88 | 34.43 | |

* Significant at 0.05level

From Table 1, it is observed that the calculated t-value (2.75) is higher than the table value (1.96) at the 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence, it can be concluded that there is a significant difference in the emotional maturity of higher secondary school students with respect to gender. Male higher secondary school students have higher emotional maturity than female students, although both groups possess an average level of emotional maturity.

Table -2: Comparison of Emotional Maturity of Rural and Urban Higher Secondary School Students

| Variable | Sample | N | Mean | S.D. | t-value |
|----------|--------|-----|--------|-------|---------|
| Locality | Rural | 300 | 148.75 | 42.72 | 0.54# |
| | Urban | 300 | 146.86 | 41.47 | |

Not Significant at 0 .05 level

From the table -2, it is observed that the t-value (0.54) is lower than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. Therefore, it can be said that there is no significant difference in the emotional maturity of higher secondary school students with respect to their locality, although both groups possess an average level of emotional maturity.

Table -3: Comparison of Emotional Maturity of Govt. and Private Higher Secondary School Students

| Variable | Sample | N | Mean | S.D. | t-value |
|------------|---------|-----|--------|-------|---------|
| Management | Govt. | 300 | 140.26 | 38.96 | 0.45# |
| | Private | 300 | 141.73 | 40.65 | |

Not Significant at 0.05 level

From the table -3, it is observed that the t-value (0.45) is lower than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in

the emotional maturity of higher secondary school students with respect to their management, although both groups possess an average level of emotional maturity.

Table -4: Comparison of Emotional Maturity of Telugu and English Higher Secondary School Students

| Variable | Sample | N | Mean | S.D. | t-value |
|-----------------------|---------|-----|--------|-------|---------|
| Medium of instruction | Telugu | 300 | 143.66 | 42.61 | 0.24# |
| | English | 300 | 142.84 | 41.82 | |

Not Significant at 0.05 level

From the table -4, it is observed that the t-value (0.24) is lower than 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the emotional maturity of higher secondary school students with respect to their medium of instruction, although both groups possess an average level of emotional maturity.

Findings of the Study

- There is a significant difference in the emotional maturity of higher secondary school students with respect to their gender. Male students have higher emotional maturity than the female students.
- There is no significant difference in the emotional maturity of higher secondary school students with respect to their locality.
- There is no significant difference in the emotional maturity of higher secondary school students with respect to their management.
- There is no significant difference in the emotional maturity of higher secondary school students with respect to their medium of instruction.

Educational Implications

The findings of the present study reveal that higher secondary school students possess an average level of emotional maturity. This indicates the need for schools, teachers, and parents to provide proper emotional guidance and support to adolescents for their balanced personality development. Educational institutions should focus not only on academic achievement but also on the emotional and psychological well-being of students. Since a significant difference was found in emotional maturity with respect to gender, special attention should be given to developing emotional stability and coping skills among both male and female students. Teachers and counselors should organize gender-sensitive counseling programs, motivational sessions, and life skill training activities to help students manage emotions effectively and develop self-confidence, empathy, and emotional balance. The

finding that there is no significant difference in emotional maturity with respect to locality suggests that both rural and urban students experience similar emotional development. Therefore, equal opportunities for emotional development activities such as guidance programs, value education, yoga, meditation, and co-curricular activities should be provided to students irrespective of their locality.

Similarly, the absence of significant differences with respect to management indicates that students studying in different types of schools require similar emotional support systems. Both government and private educational institutions should create a positive and supportive school environment that promotes emotional adjustment, interpersonal relationships, and mental well-being among students. The finding related to medium of instruction reveals that emotional maturity is not influenced by the language of instruction. Hence, teachers of all mediums should adopt learner-centered teaching methods, interactive classroom practices, and counseling approaches that encourage emotional expression, self-regulation, and social adjustment among students.

The study also highlights the importance of involving parents, teachers, and counselors in the emotional development of adolescents. Schools should conduct parent awareness programs to help parents understand the emotional needs and behavioral changes of higher secondary school students. Proper emotional guidance at home and school can help students face academic stress, social pressures, and personal challenges more effectively. Overall, the findings emphasize the necessity of integrating emotional education, life skills training, and counseling services into the school curriculum to promote emotional maturity, mental health, academic success, and holistic personality development among higher secondary school students.

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