



## EMOTIONAL MATURITY OF SECONDARY SCHOOL STUDENTS

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### Abstract

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*The study investigated emotional maturity among secondary school students in relation to gender, locality, type of management, and medium of instruction. A descriptive survey method was used on a sample of 300 students selected through stratified sampling from government and private schools in Guntur district. Data were collected using the Emotional Maturity Scale and analyzed using Mean, Standard Deviation, and Critical Ratio. The results indicated a significant difference in emotional maturity with respect to gender, while no significant differences were found for locality, type of management, and medium of instruction. The study concludes that emotional maturity is influenced mainly by gender and suggests the need for school-based emotional development programmes.*

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### Introduction

Education is not only concerned with the intellectual development of students but also with their emotional, social, and psychological growth. Among the various aspects of personality development, emotional maturity occupies a significant place because it influences an individual's ability to understand, control, and appropriately express emotions. Emotional maturity refers to the capacity to respond to situations with emotional stability, self-control, responsibility, and adaptability. It enables individuals to maintain healthy interpersonal relationships, make rational decisions, and cope effectively with the challenges of life. Adolescence, particularly the secondary stage, is a critical period characterized by rapid physical, cognitive, emotional, and social changes. Secondary School Students often face academic pressure, career-related concerns, parental expectations, peer influence, and identity-related issues. These challenges may create emotional stress and instability if students lack adequate emotional maturity. Therefore, emotional maturity becomes an essential factor in helping adolescents adjust successfully to their educational and social environments.

Emotionally mature students are generally capable of managing stress, controlling impulsive behavior, accepting responsibilities, and maintaining positive relationships with

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others. They tend to exhibit greater self-confidence, resilience, and problem-solving abilities. In contrast, emotionally immature students may experience difficulties in coping with frustration, anxiety, conflicts, and academic demands, which can negatively affect their overall development and academic performance. In the contemporary educational context, the importance of emotional maturity has gained increasing attention due to the growing psychological and social challenges faced by students. Schools play a vital role in fostering emotional development through guidance, counseling, value education, and supportive learning environments. Understanding the emotional maturity among Secondary School Students can provide valuable insights for educators, parents, and policymakers to design effective interventions that promote students' emotional well-being and holistic development. Hence, the present study seeks to examine the emotional maturity of Secondary School Students and explore its significance in their educational and personal lives.

### **Need and Significance of the Study**

Emotional maturity is an essential component of personality development that helps individuals manage their emotions effectively and respond appropriately to various life situations. During the secondary stage, students undergo significant physical, psychological, and social changes that may create emotional challenges. Academic pressure, competition, career choices, peer relationships, and family expectations often influence their emotional well-being. Therefore, understanding the emotional maturity of Secondary School Students has become increasingly important in the present educational scenario. The need for the study arises from the growing concern about emotional instability, stress, anxiety, and adjustment problems among adolescents. Emotional maturity enables students to develop self-confidence, emotional stability, social competence, and effective coping strategies. Students with higher emotional maturity are better able to handle academic and personal challenges, maintain healthy relationships, and make responsible decisions. Hence, it is necessary to assess the emotional maturity among secondary school students.

### **Review of Related Literature**

Kumar (2014) conducted a study to examine the emotional maturity of adolescent students in relation to family relationships. The study found that students from supportive family environments exhibited higher levels of emotional maturity than those from less supportive environments. Significant gender differences were also observed, indicating that family interactions play a crucial role in shaping adolescents' emotional development.

Mishra (2016) investigated the relationship between emotional maturity and academic achievement among senior secondary school students. The findings revealed a positive correlation between emotional maturity and academic performance. Students with higher emotional maturity demonstrated better adjustment, self-control, and academic success compared to their counterparts with lower emotional maturity.

### **Statement of the problem**

The title of the present study is “**Emotional Maturity of Secondary School Students.**”

### **Objectives of the study**

- To study the difference in emotional maturity of Secondary School Students based on gender.
- To study the difference in emotional maturity of Secondary School Students based on locality.
- To study the difference in emotional maturity of Secondary School Students based on the management.
- To study the difference in emotional maturity of Secondary School Students based on the medium of instruction.

### **Hypotheses**

- There is no significant difference in the emotional maturity of Secondary School Students based on gender.
- There is no significant difference in the emotional maturity of Secondary School Students based on locality.
- There is no significant difference in the emotional maturity of Secondary School Students based on management.
- There is no significant difference in the emotional maturity of Secondary School Students based on the medium of instruction.

### **Methodology of the study**

#### **Sample of the study**

A stratified sampling technique was employed for the present study. The sample consisted of 300 Secondary School Students selected from 10 schools (5 Government and 5 Private) in Guntur District, Andhra Pradesh.

**Tool used**

The Emotional Maturity Scale developed and standardized by Dr. Roma Pal was used to collect data. The scale consists of 40 items with five response options: Strongly Agree, Agree, Moderate, Disagree, and Strongly Disagree. Scores ranging from 5 to 1 were assigned respectively. The scale has satisfactory reliability, with split-half and test-retest coefficients of 0.74 and 0.77, respectively. The validity coefficient of the scale was found to be 0.84.

**Statistical Techniques Used**

The data collected for the present investigation were analyzed using appropriate statistical techniques, namely Mean, Standard Deviation, and Critical Ratio (t-test).

**Analysis and Interpretation of Data**

**Table 1: Gender-wise Emotional Maturity of Secondary School Students**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Gender	Male	150	125.58	12.32	4.65**
	Female	150	132.76	14.36	

\*\* Significant at 0.01 level

The C.R. value (4.65) is greater than the critical value of 2.58 at the 0.01 level of significance. Therefore, the null hypothesis is rejected. It is concluded that gender makes a significant difference in the emotional maturity of Secondary School Students.

**Table 2: Locality-wise Emotional Maturity of Secondary School Students**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Locality	Rural	150	126.25	12.61	0.56 #
	Urban	150	125.45	11.80	

# Not Significant at 0.05 level

The C.R. value (0.56) is lower than the critical value of 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. It is concluded that the locality of residence of Secondary School Students does not make a significant difference in their emotional maturity.

**Table 3: Management -wise Emotional Maturity of Secondary School Students**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Management	Govt.	150	131.61	13.54	0.63 #
	Private	150	130.64	12.87	

# Not Significant at 0.05 level

The C.R. value (0.63) is lower than the critical value of 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. It is concluded that the type of

management of Secondary School Students does not make a significant difference in their emotional maturity.

**Table 4: Medium -wise Emotional Maturity of Secondary School Students**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Medium	Telugu	150	135.82	12.54	0.23#
	English	150	136.18	13.62	

# Not Significant at 0.05 level

The C.R. value (0.23) is lower than the critical value of 1.96 at the 0.05 level of significance. Therefore, the null hypothesis is accepted. It is concluded that the medium of instruction of Secondary School Students does not make a significant difference in their emotional maturity.

**Major findings of the study**

- There is a significant difference in the emotional maturity of Secondary School Students with respect to gender.
- There is no significant difference in the emotional maturity of Secondary School Students with respect to locality of residence.
- There is no significant difference in the emotional maturity of Secondary School Students with respect to type of management.
- There is no significant difference in the emotional maturity of Secondary School Students with respect to medium of instruction.

**Educational Implications**

The findings of the study indicate that gender has a significant influence on the emotional maturity of secondary school students, while locality of residence, type of management, and medium of instruction do not show any significant differences. This suggests that emotional development is more closely related to individual characteristics rather than background factors. Therefore, schools should give special attention to gender-based emotional needs by adopting supportive and sensitive classroom practices to ensure balanced emotional growth among all students.

Since most of the variables do not show significant differences, schools should focus on providing equal opportunities for emotional development to all students irrespective of their background. Teachers should be trained to promote emotional competence through classroom interaction, life skills education, and co-curricular activities. In addition,

counseling services and parental involvement should be strengthened to help students develop emotional stability, self-awareness, and positive relationships.

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