



EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR TO GENDER AND LOCALITY

M. Vaidehi

Research Scholar, Department of Education, Acharya Nagarjuna University

Usha Rani. Kotari

Lecturer in Ravindra Bharathi College of Education, Chirala, Prakasam (Dt.)

Abstract

The research paper has been designed to examine the emotional maturity among higher secondary school students in the Krishna District of Andhra Pradesh. The study was conducted on a sample of 100 higher secondary school students studying in various schools in the 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 revealed that the gender of higher secondary school students makes a no significant difference in their emotional maturity. The locality of living of higher secondary school students make a significant difference in their emotional maturity.

Keywords: Emotional maturity, adolescence, Higher secondary students

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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". Emotional maturity is not only an effective determinant of personality modeling but also helps to control adolescent development. The 'maturity of emotional behaviour at any level reflects the effects of normal emotional development. A person can control his emotions, which can break the delay and suffer without self-pity, can still be emotionally traumatized and childish. A mentally stable person has better adjustment with himself as well as others. A mentally mature person will have more satisfaction in life; He is satisfied with what he has and has a balanced attitude. During adolescence, physical, emotional, psychological, cultural, intellectual, and social behavioural changes occur in life. These changes can lead to sudden anxieties and cause confusion and unrest in them.

Emotional Maturity

The word 'emotional' refers to something emotional, or emotionally prevalent, or that attracts or evokes emotions and significantly stimulates or concerns feelings or sensitivities. Feelings are a complex mental state. These refer not only to feelings or mood but also to how people behave and respond. Emotions are called the cheeks of action. Like the smell of a flower, there is emotion in every human activity. Since emotions play a major role in a person's life, it is expected that a person will have the high emotional maturity to live an effective life and our behaviour will be constantly influenced by the level of emotional maturity in their affairs. According to Menninger (1999), "emotional maturity is the ability to deal constructively with reality." Many attempts have been made to explain emotional maturity. Emotional maturity should not only emphasize restraint and control but also the optimistic possibilities inherent in the individual nature. A mature emotional deed at any stage of growth fully reflects the strong developmental fruits in all the internal acting characteristics of the developing person.

Need of the Study

It is said to be the foundation of emotional maturity to live a happy and fulfilling life. A person's life is a very painful thing if someone does not has emotional maturity. It is the process by which a person is constantly striving for greater emotional health both intra-

psychologically and intra-personally. In the present circumstances, children along with youth are also facing many difficulties in life. These difficulties lead to many psychosomatic problems such as anxiety, tension, depression, and emotional problems in daily life. Therefore, the study of emotional life is now a detailed science, comparable to anatomy. It deals with the interaction of forces with intensities and magnitudes. Therefore, an emotionally mature person is not necessarily one who has all the conditions to provoke anxiety and hostility, but he is constantly feeling, watching the healthy integration of thought-action take part in the struggle. It motivates the researcher to study the emotional maturity among higher secondary school students in the Krishna District of Andhra Pradesh.

Statement of the Problem:

The title of the present article is “**Emotional Maturity of Higher Secondary School Students in Relation to their Gender and Locality**”

Objectives of present study

- To find out the significant differences in the emotional maturity among higher secondary school students due to variation in gender.
- To find out the significant differences in the emotional maturity among higher secondary school students due to variation in locality.

Hypothesis present study

- There is no significant differences in the emotional maturity among higher secondary school students due to variation in gender.
- There is no significant differences in the emotional maturity among higher secondary school students due to variation in locality

Methodology

In this research, the detailed survey research design was used and the research was conducted among higher secondary school students in Krishna District of Andhra Pradesh. The study was conducted on a sample of 100 higher secondary school students using a random sampling method that was stratified in proportion to ensure population representation.

Tool used

The emotional Maturity Scale was developed and standardized by Dr. Roma Pal. The scale consists of 40 statements. There are five areas such as emotional instability, emotional regression, and faculty social adjustment, lack of independence and flexibility, and adaptability. 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. Emotional maturity scale on the scores range 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

Mean, Standard Deviation, Percentage, and Critical Ratio were used in the study to analyse the data.

Data Analysis:

Table 1: Emotional Maturity of Higher secondary school students - Gender - Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Gender	Male	50	126.62	11.63	0.69 #
	Female	50	130.53	11.64	

Not Significant at 0.01 level

The C.R. value (2.62) is higher than 2.58 at the 0.01 level of significance. Therefore, the null hypothesis is rejected. The gender of higher secondary school students makes no significant difference in their emotional maturity.

Table 2: Emotional Maturity of Higher secondary school students – Locality of living – Mean - SD - C.R.

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Locality	Rural	50	134.10	11.65	2.13*
	Urban	50	128.83	12.97	

• Significant at 0.05 level

The C.R. value (0.12) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The locality of living of higher secondary school students make a significant difference in their emotional maturity.

Findings

- The gender of higher secondary school students makes no significant difference in their emotional maturity.
- The locality of living of the students make a significant difference in their emotional maturity.

Suggestions for further studies

The following suggestions are made for further research in this area.

- Similar studies may be consider in different districts of different states.
- Similar studies may be conducted by taking different variables.
- A comparative study may be undertaken to study the emotional maturity of school teachers / lectures / university teachers.

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