

ASSESSMENT OF SELECTED DIMENSIONS OF EMOTIONAL MATURITY AMONG SCHOOL CHILDREN

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ABSTRACT:

Maturity is the ability to respond to the environment in an appropriate manner. Emotional maturity refers to the ability to understand and manage the emotions. It also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. The main objective of the study was to assess and compare the development of emotional maturity among boys and girls. A questionnaire was developed by the investigator for the purpose of studying the emotional maturity among school children in the dimensions of ability to deal, adapt to change, freedom from symptoms of tensions, satisfaction in giving, relate to others, to sublimate and capacity to love. The sample comprised of 300 school children out of which 150 were boys and 150 were girls, between the age range of 10-13 years who were studying in 5th 6th and 7th standard. The statistical analysis was carried out by applying percentages, mean, standard deviation, and 't' test. The results revealed that, majority of boys and girls showed moderate level of emotional maturity. There is a significant difference between boys and girls with regard to freedom from

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symptoms of tensions and satisfaction in giving. Further, the study revealed that there is no significant difference between boys and girls with regard to the dimension, ability to deal, adapt to change, relate to others, to sublimate and capacity to love.

KEY WORDS: Emotional Maturity, Development, Dimensions, School children.

INTRODUCTION:

Maturity refers to a significant phase in the growth of a living organism. It is achieved when individual growth is completed and the organism is ripe for propagation. The concept of maturity is used also in psychology and psychiatry. In this field it designates that phase of personality development which corresponds to biological and psychological maturation. We call a person psychologically mature after he has reached a certain level of intelligence and emotional outlook. If the development of a person is undisturbed, biological and psychological maturation progress more or less parallel with each other. Usually, however, biological maturation proceeds ahead of emotional maturation (Alexander., 1967).

According to Murray (2003) emotional maturity implies proper emotional control, which means neither repression nor violent expression. An emotionally mature person has in his possession almost all types of emotional positive or negative and is able to express them at appropriate time in appropriate degree.

Emotional maturity refers to the ability to understand, and manage emotions. It enables one to create the life they desire. A life filled with happiness and fulfillment. During childhood the emotional maturity is observed through the thoughts and behaviors learnt by observing and overcoming with negative thoughts through proper advice by parents. When children are faced with a difficult situation, their level of emotional maturity is one of the biggest factors in determining their ability to cope. Researchers have proved that this is the most important period of one's life and during this time the vital foundation is laid for optimum development of an individual personality.

Each child has a different level of emotional maturity. It is something which parents/caretakers can consistently work on and improve over time. The signs of emotional maturity to gauge the child's level are **Flexibility:** it is the ability to see each situation as unique and one can adapt in their style accordingly. **Responsibility:** responsibility for own life. When something goes wrong, they do not rush to blame others. **Knowledge:** identify the problem and can visualize a solution and having confident to implement that solution. **Personal growth:** one has a desire to learn and a thirst for knowledge. Learning and development activities form a key part of their schedule. **Non-judgmental:** variety makes the world more beautiful place. Even when one disagrees with people, one does not feel the need to criticize others. Instead, one respects their right to their beliefs.

One of the greatest obstacles to emotional maturity is lack of self confidence. Emotional maturity allows taking charge of life. One has their own vision for life and own ambition for success. Focusing on realizing their vision, they can create a happy, healthy life where one respects themselves and others. When one develops emotional maturity, life becomes a joy rather than a chore. One's happiness and fulfillment are in their hands. Emotional maturity doesn't evolve overnight. It takes effort, practice and patience. If one can improve a little every day, they will soon be living a happier and more fulfilled life.

An emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhood. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured, balanced and healthy emotional life.

As one grow and develop in the following areas, they become more emotionally mature with greater mental and emotional stability, healthier relationships, and improved lives. In the light of the above discussion, an attempt was made to assess the development of emotional maturity among school children.

METHODOLOGY

Objectives:

1. To study the development of emotional maturity among school children.
2. To assess and compare the emotional maturity among boys and girls with regard to dimensions of;
 - Ability to deal constructively with reality
 - Capacity to adapt to change
 - Relative freedom from symptoms that are produced by tensions and anxieties
 - Capacity to find more satisfaction in giving than receiving
 - Capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness
 - Capacity to sublimate, to direct one's instinctive hostile energy into creative and constructive outlets
 - Capacity to love

Hypothesis:

1. School children will have low level of emotional maturity.
2. There exists a significant difference in emotional maturity between boys and girls in the seven dimensions classified for the study.

Selection of sample and sampling technique:

- Random sampling technique was adopted. A total number of 300 children of which 150 were boys and 150 were girls constituted the sample.
- The children between the age group of 10-13years studying in 5th 6th and 7th standard were selected for the study.

The samples were drawn from the two government school at Urban Bangalore District: Government Primary School (BBMP), Gandhinagar and KECS School Pipeline, Seshadripuram.

Tool: A questionnaire was developed by the investigator for the purpose of studying development of emotional maturity in the seven dimensions for school children.

The questionnaire consisted of Part A and Part B. Part A consisted of basic data with regard to age, sex, ordinal position, religion, type of family, educational qualification of parents, occupation of parents, type of family and family income. Part-B is focusing on specific data which contains sixty nine statements both positive and negative items with 5 point rating scale. The scoring procedure of this scale is as follows strongly agree-04, agree-03, neither agree nor disagree-02, disagree-01 and strongly disagree-0. The tool was also translated into regional language Kannada by the investigator.

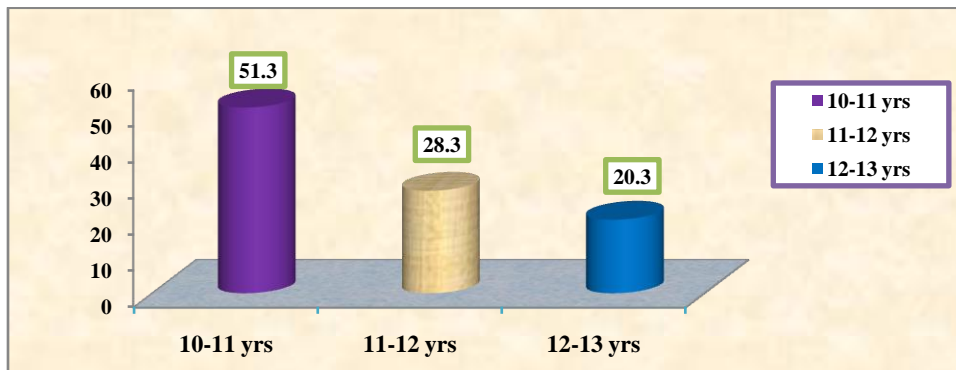
Procedure: The aim and purpose of the study was explained to the administrators of the school and an official permission was taken to collect the data from the children. Rapport was built with respondents then the questionnaire was administered giving sufficient time to answer. The dully filled questionnaire was collected.

RESULTS AND DISCUSSION

The data collected from the respondents was tabulated and statistically analyzed by applying percentage, mean, standard deviation, and 't' test.

FIGURE – 1

CLASSIFICATION OF RESPONDENTS BY AGE



Out of the 300 total sample, 150 were boys and 150 were girls. Majority of the respondents (51.30%) belongs to the age group of 10-11yrs, 28.30 per cent of them belongs to 11-12 years and less percentage of them (20.30%) belong to 10 years of age group.

FIGURE – 2

CLASSIFICATION OF RESPONDENTS BY TYPE OF FAMILY

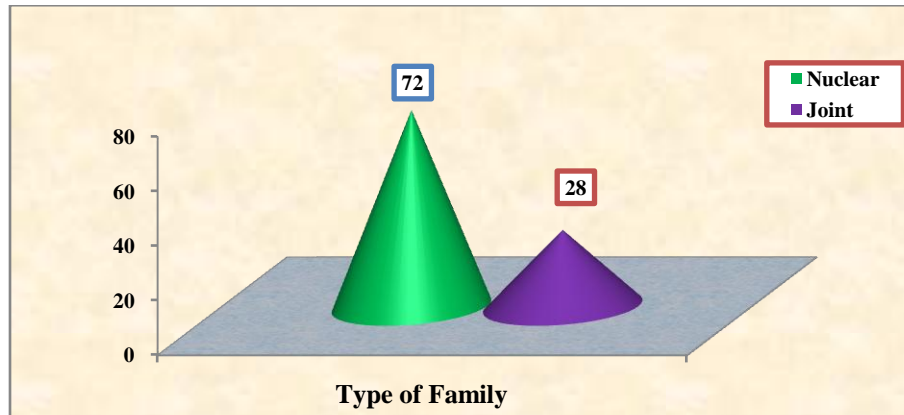


Figure- 2 shows the type of family among respondents. Majority of them (72%) were from nuclear family and only 28 percent of them were from joint family. Now a days joint families are disappearing due to modernization, industrialization and urbanization.

TABLE – 1

CLASSIFICATION OF RESPONDENTS ON EMOTIONAL MATURITY LEVEL

Emotional maturity Level	Category	Respondents	
		Number	Percent
Low	≤ 56.86 % Score	97	32.30
Moderate	56.87-65.23 % Score	116	38.70
High	> 65.24 % Score	87	29.00
Total		300	100.0

Table -1 depicts the level of emotional maturity of respondents. Majority of respondents (38.7%) had moderate level of emotional maturity whereas 32.30 percent of them had low level of emotional maturity only 29 percent of them had high level of emotional maturity. Majority of the respondents showed moderate level of emotional maturity thereby rejecting the hypothesis set for the study.

TABLE -2

DIMENSION WISE MEAN SCORES OF BOYS AND GIRLS ON EMOTIONAL MATURITY

N=300

Dimensions	Emotional maturity Scores (%)		't'
	Boys (n=150)	Girls (n=150)	

	Mean	SD	Mean	SD	Value
Ability to deal	66.2	10.3	64.5	10.8	1.36 ^{NS}
Adapt to change	68.4	14.9	67.8	14.4	0.36 ^{NS}
Freedom from symptoms of tensions	48.9	13.0	52.0	13.1	2.08*
Satisfaction in giving	71.9	11.2	60.3	11.0	2.80*
Relate to others	55.9	11.9	55.5	11.9	0.31 ^{NS}
Capacity to sublimate	49.7	19.9	50.8	21.0	0.47 ^{NS}
Capacity to love	63.7	15.3	62.7	14.6	0.62 ^{NS}
Combined	61.2	8.1	60.9	8.7	0.35 ^{NS}

* Significant at 5% Level, NS: Non-significant, $t(0.05, 298df) = 1.96$

Table - 2 shows the dimension wise mean scores of boys and girls respondents on various dimension of emotional maturity. The mean score of boys (66.2) found to be slightly higher when compared to girls (64.5) in the area of ability to deal category. The ability to deal aspect did not have significant association between gender among the respondents.

A higher mean score obtained by the boys (68.4) as compared to girls (67.8) in the adapt to change category. In the aspect of adapt to change was not significant with gender among the respondents with t-value being 0.36.

There was positive and significant association found between genders among the respondents in the area of freedom from symptoms of tension. The girl respondents showed higher mean score (52.00) as compared to boys (48.9). The t-test value found to be 2.08 which is significant at 5% level.

With regard to the dimension of satisfaction in giving aspects boys showed higher mean score (71.9) compared to girls (60.3). Hence, on statistical analysis it was found to be significant results with the t-value being t-2.80. In the dimension of relate to others category, boys showed slightly higher mean score (55.9) as compared to girls (55.5) t-value being 0.31 found to be non-significant.

In the area of capacity to sublimate category the mean score obtained by girls (50.8) was slightly higher as compared to boys (49.7) showed the non significant results with the t – value being (t-0.47). In the aspect of capacity to love boys showed slightly higher mean score (63.7) as compared to girls (62.7). Hence, the capacity to sublimate dimension showed non significant results with the t- value being (0.62).

The overall mean score on emotional maturity obtained by boys (61.2) is slightly higher than the mean score obtained by girls (60.9) which showed the non significant results with ‘t’ value being 0.35. The study supports the findings of Dutta, et.al., (2013) which showed non significant difference in the emotional maturity of boys and girls students in secondary school.

It was hypothesized that there is significant difference between boys and girls in seven dimensions of emotional maturity. There is not much variation with the mean score obtained by boys and girls in the dimensions of ability to deal, adapt to change, relate to others, capacity to sublimate and capacity to love. On statistical analysis the ‘t’ value found to be non-significant in these 5 areas of emotional maturity by rejecting the hypothesis set for the study.

Whereas, the differences in the other dimensions were apparent when compared with boys and girls respondents. The calculated “t” value is greater than the table value in the categorized areas of freedom from symptoms of tensions and satisfaction in giving dimensions of emotional maturity among boys and girls respondents and the test found to be positive and significant at 5% level by accepting the hypothesis set for the study in these two dimensions of emotional maturity.

CONCLUSION

Emotionally matured children can adjust well to various life situations. They will have more positive attitude than negative towards life. The study concluded that, majority of boys and girls showed moderate level of emotional maturity. There is a significant difference between boys and girls with regard to freedom from symptoms of tensions and satisfaction in giving. Further, the study revealed that there is no significant difference between boys and girls with regard to the

dimension, ability to deal, adapt to change, relate to others, capacity to sublimate and capacity to love dimensions of emotional maturity.

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