

EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS IN RELATION TO SOME SELECTED VARIABLES

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Abstract:

Emotional maturity is considered as the balance between the inner-outer emotional expressions of a person in different situations. It shapes the attitude and behaviour of the individual, makes the individual responsible, helps in decision making and developing healthy relations with others. Generally, we can say that it is nothing but the capability of a person to control his emotions and not let his emotions to control him. It is one of the most powerful essences for developing the personality. Again, Higher Secondary stage is the gateway of higher education. Thus, it automatically brings stress on the students. Higher secondary stage is the stage of Adolescence. Hall defined Adolescence as the period of stress and strain. Psychologists considered it as the most crucial stage of human growth and development. Thus, it is very significant to study the different aspects of emotional maturity at the higher secondary stage of education.

Keywords: Emotional maturity, higher secondary students, gender, locality

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Introduction:

Emotion arises from a complex interplay among physical, mental and situational variables. It influences our behaviour in a particular situation. They are the motivating forces of our lives which directly or indirectly affect our actions and reactions. Again, maturity means to adjust with a situation and to enjoy it fully. Emotional maturity also shapes behaviour and outlook of the individual. It develops the sense of responsibility and sensitivity and also helps them in developing healthy relations with others by enhancing their 'self'. It is the capability of a person to control his emotions and express them properly. Presence of emotional maturity allows a person to understand and manage his own emotions along with others. Studies reveal adolescents are highly emotional, they face difficulty in expressing their emotions properly, most of the times they are over-reactive whereas, an emotionally matured adolescent deals with his problems quite effectively and develops integration between his feeling and behaviour. **Resmy Jose and Sujatha R. (2015)**, in their study found that adolescent girls have high emotional maturity than the adolescent boys. They also found a significant association between emotional maturity and occupation of mothers. Children of employed mothers had significantly high emotional maturity than others. Another association was also found between emotional maturity and the monthly income of the family and educational qualification of parents. **Bindu and Vajeela (2015)**, in their study found that the level of emotional maturity is moderate among the secondary students. They identified some difference in emotional maturity related to locale and family type, but no difference was found among the students with respect to gender. **Tiwari and Ojha (2014)** stated that adolescent girls possess a better emotional maturity than adolescent boys. In this study, boys scored very low on 'emotional instability', which is a very important dimension of emotional maturity. Adolescent boys are more emotionally unstable than the adolescent girls. Hence, it is quite significant to study the emotional maturity of higher secondary students to know about their various emotional patterns at this stage.

Need and justification of the Study:

Generally, Emotional Maturity can be understood as a balance between the brain and emotions or more precisely the inner-outer world of an individual. Emotional Maturity is a powerful determinant of personality. It involves the integration and development of all the aspects of human personality viz. intellectual, social, cultural, creative etc. Again, Higher Secondary is a

very important stage for career development of the students. It opens the door for higher studies. The person who wants to receive higher education and achieve the desired future goals must be emotionally matured first otherwise it will lead to excessive tension, anxiety and depression. Hence, it is very significant to conduct a study in this area to understand the different levels of emotional maturity of the Higher Secondary Students in relation to their gender and locality.

Objectives of the study:

The Objectives of the present study are given as follows-

1. To find out the levels of Emotional Maturity of the Higher Secondary students.
2. To study the different levels of Emotional Maturity of the Higher Secondary students in relation to gender (male/female).
3. To study the different levels of Emotional Maturity of the Higher Secondary students in relation to Locality (urban/rural).

Hypotheses:

H₀₁: There does not exist any significant difference in Emotional Maturity of the students of Higher Secondary in relation to gender (male/female).

H₀₂: There does not exist any significant difference in Emotional Maturity of the students of Higher Secondary in relation to Locality (urban/rural).

Methodology and design of the study:

Area of the Study:

Kokrajhar is selected as the area to conduct the present study. It is one of the twenty-seventh districts of Assam. It is also the capital of Bodoland Territorial Area Districts (BTAD).

Method:

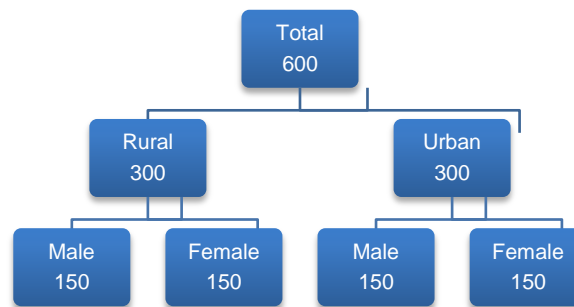
To conduct the present study Descriptive Survey Method was adopted by the researcher.

Population and sample:

The population of the present study covers all the students studying Higher Secondary Final Year in the 34 institutions approved by Assam Higher Secondary Education Council (AHSEC) in

Kokrajhar District. To conduct the present study Cluster Sampling and Stratified Random Sampling technique was used and data was collected from a sample of 600 higher secondary stage on the basis of gender, locality. It was done in two phases. At first sample schools were selected and in the second phase sample element (students) was selected.

After taking 30% from each private and government institutions of rural and urban area 10 schools were selected for the study. The 600 students were selected from these schools as follows:



Tools:

The researcher had used the following standardized tools to collect the required data-

- i. Emotional Maturity Scale by Dr. Yashvir Singh (Agra) and Dr. Mahesh Bhargava (Agra)
- ii. Observation

Data Collection:

The investigator, at first, distributed the questionnaire to the higher secondary students personally. The sample was simply directed to give tick marks on the option (one among four) which they thought as a correct response of the given statement in the questionnaire. To find out the different levels of Test Anxiety of the higher secondary students a 30 minute standardized Test Anxiety Scale developed by Dr. V. P. Sharma was used. The scale includes 25 test items, each having 5 responses ranging from minimum to maximum level of test anxiety.

Data Analysis:

On the basis of the scoring key provided by the test developer score was given against each response and after summing up we got the test anxiety level of the student. The scores indicate three levels of test anxiety such as High (75% and above), Low (25% and below) and Normal (above 25% and below 75%).

Statistical techniques:

In this study different statistical techniques were used to analyze and interpret the result. They are-

A. Descriptive Statistics:

- Graph
- Percentage
- Mean
- Standard Deviation

B. Inferential Statistics:

- t test

Delimitation of the study:

The study will be limited to the following grounds-

- The findings of the study are limited to the Kokrajhar District in Assam.
- The present study is limited to the Higher Secondary Final Year students (Class XII) who were enrolled during the academic sessions 2014-2015, 2015-2016 and 2016-2017 only.
- Institutions which are approved by Assam Higher Secondary Education Council (AHSEC) are selected for this study only.

Analysis and interpretation:

The collected data can be analyzed on the basis of the selected objectives as follows:

Objective 1: To find out the levels of Emotional Maturity among the Higher Secondary students

To find out the different levels of Emotional Maturity among the higher secondary students a standardized Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bharagava was used. The scale includes 48 test items, each having 5 responses ranging from minimum to maximum level of Emotional Maturity. Here, the levels of Emotional Maturity were divided under four categories viz. Extremely Emotionally Mature (EEM), Moderately Emotionally Mature (MEM), Emotionally Immature (EI) and Extremely Emotionally Immature (EEI). The collected data is shown with the help of the following table:

Table 1: Level of Emotional Maturity among the Higher Secondary students

Here, EEM= Extremely Emotionally Mature

MEM= Moderately Emotionally Mature

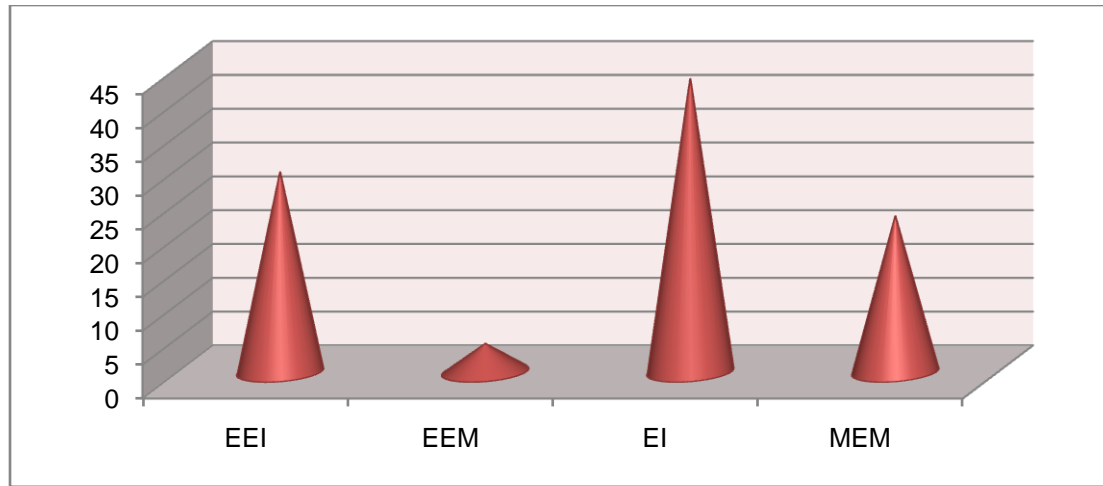
EI= Emotionally Immature

EEI= Extremely Emotionally Immature

Levels of Emotional Maturity	Frequenc y	Percent (%)
EEM	25	4.17
MEM	138	23
EI	260	43.33
EEI	177	29.5
TOTAL	600	100

On the basis of the above mentioned table a graphical presentation of the same data can be shown as follows-

Fig 1: Graphical representation of different levels of Emotional Maturity among the Higher Secondary students



With the help of the Table and graphical representation it can be said that majority of the higher secondary students fall under the Emotionally Immature (43.33%) category, 29.5% students are Extremely Emotionally Immature, 23% covers the category of Moderately Emotional Maturity and only 4.17% students fall under the Extremely Emotionally Mature category.

Objective 2: To find out the levels of Emotional Maturity of the Higher Secondary students in relation to gender

H₀₁: There does not exist any significant difference in Emotional Maturity of the students of Higher Secondary in relation to gender

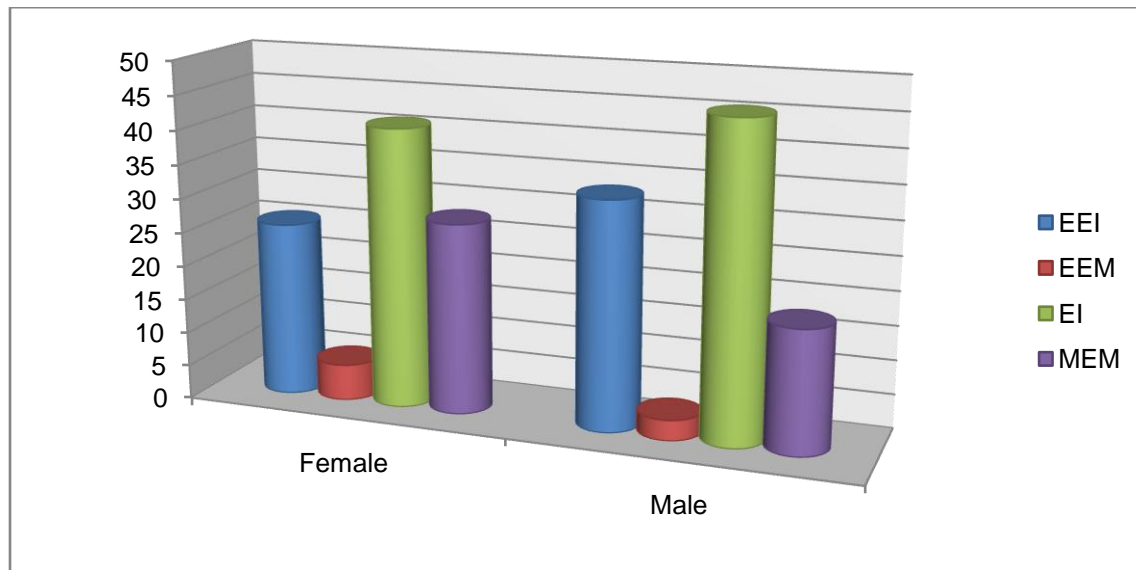
The study was also conducted to understand the gender based discrimination regarding Emotional Maturity among Higher Secondary students. The data was collected from different schools considering the number of male and female students from each area. The collected data is tabulated as follows:

Table 2: Levels of Emotional Maturity on the basis of Gender

GENDER	LEVEL OF EMOTIONAL MATURITY				Total
	EEI	EEM	EI	MEM	
Female	77 (25.67%)	16 (5.33%)	123 (41%)	84 (28%)	300
Male	100 (33.33%)	9 (3%)	137 (45.67%)	54 (18%)	300
Total	177	25	260	138	600

The data tabulated above showing different levels of Emotional Maturity on the basis of their gender can also be shown with the help of the following graphical representation-

Fig 2: Graphical representation of different levels of Emotional Maturity on the basis of Gender



The above mentioned table and graph roughly show that female students cover 5.33% and 28% area under the category Extremely Emotionally Mature and Moderately Emotionally Mature respectively, where the male students cover only 3% and 18%. Again, in case of Extremely Emotionally Immature, male students cover 33.33% where females cover 25.67% and regarding Emotionally Immature also male students cover 45.67%, where females cover only 41%.

The significance of the Mean can be shown in the following table-

Table 3: 't' test showing significance of Mean in Emotional Maturity scores of the Higher Secondary students on the basis of gender

GENDER	N	Mean	SD	SE _D	t value	Level of significance
Male	300	119.2000	47.29960	4.72996	2.23	Significant at 0.05 level
Female	300	105.5400	38.78467	3.87847		

Here the computed 't' value is higher than the critical value at 0.05 level. Hence, it is significant and we can reject the null hypothesis. So, we can say that there is a significant difference in Emotional Maturity among the students of Higher Secondary in relation to their gender (male/female).

Objective 3: To find out the levels of Emotional Maturity of the Higher Secondary students in relation to locality

H₀₂: There does not exist any significant difference in Emotional Maturity of the students of Higher Secondary in relation to locality

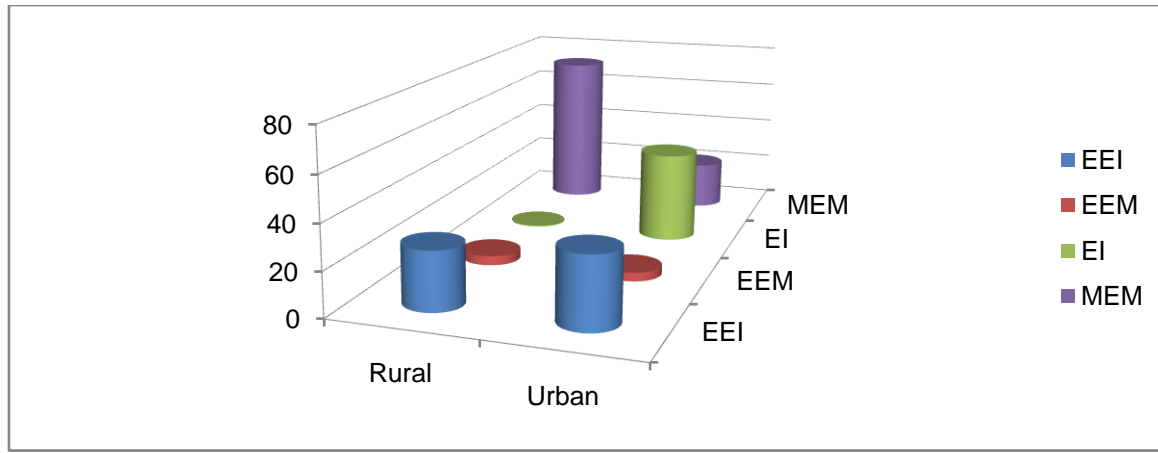
To determine the locality-based or area-based differences in emotional maturity among Higher Secondary students, data were collected from urban schools and rural schools separately. It studied whether the levels of emotional maturity among the students of urban area differentiate from that of the students of rural area. After collecting data, the investigator found the following outcome-

Table 4: Levels of Emotional Maturity on the basis of locality

Locality	Levels of Emotional Maturity				Total
	E EI	E EM	E I	M EM	
Rural	80 (26.67%)	13 (4.33%)	135 (45%)	72 (24%)	300
Urban	97 (32.33%)	12 (4%)	125 (41.67%)	66 (22%)	300
Total	177	25	260	138	600

The data shown in the above mentioned table can also be shown with the help of the following graphical representation-

Fig 3: Graphical representation of levels of emotional maturity of students on the basis of locality



The findings of the study shown in the above mentioned Table no. 4.4 and Figure no.4.2 state that regarding Extremely Emotionally Immature (EEI) the urban students cover 29%, whereas rural students cover 30%. In case of Extremely Emotionally Mature (EEM), urban area indicates 12% and rural area indicates 13%. Again, in relation to Emotional Immaturity (EI) both urban and rural students cover 35% and regarding Moderately Emotionally Mature (MEM) category it shows 24% for urban students and 22% for rural students respectively. To study the significance of the mean difference in Emotional Maturity for urban and rural students, 't' test is applied and the result is shown in the following table-

Table 5: 't' test showing significance of Mean in Emotional Maturity scores of the Higher Secondary students on the basis of locality

LOCALITY	N	Mean	SD	SE _D	t value	Level of significance
Urban	300	110.2800	40.70963	4.07096	0.67	Not significant at 0.05 level
Rural	300	114.4600	46.57945	4.65794		

Here, the computed 't' value is smaller than the critical value at 0.05. Hence, it is not significant at 0.05 level and thus we accept the null hypothesis. So, we can say that there is no significant difference in emotional maturity among the students of Higher Secondary in relation to their locality (rural/urban).

Findings of the study:

The findings of the study can be mentioned more precisely as follows:

1. Levels of Emotional Maturity of the Higher Secondary students

- Highest number of students (43.33%) falls under the category of Emotionally Immature.
- 29.5% students fall under the category of Extremely Emotionally Immature.
- 23% higher secondary students are Moderately Emotionally Mature.
- The lowest number of students i.e. only 4.17% covers the level of Extremely Emotionally Mature.

2. Emotional Maturity in relation to gender

- Most of the female students (41%) are Emotionally Immature.
- Most of the male students (45.67%) are also Emotionally Immature.
- It is found that there exists a significant difference between male and female students regarding emotional maturity.

3. Emotional Maturity in relation to locality

- 26.67% of rural students and 32.33% of urban students fall under the Extremely Emotionally Immature category.
- 4.33% rural and 4% urban students fall under the category of Extremely Emotionally Mature.
- 45% rural and 41.67% urban students are Emotionally Immature.
- 24% rural and 22% urban area based higher secondary students are Moderately Emotionally Mature
- The study reveals that there is no significant difference in emotional maturity among higher secondary students on the basis of locality (urban/rural).

Conclusion:

The present study shows a clear picture of 'emotional maturity' among higher secondary students of Kokrajhar district. The study reveals that the highest number of students is

emotionally immature (EI). There is a significant difference in the emotional maturity between male and female students whereas, there is no significant difference between urban and rural students regarding emotional maturity.

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