

A Comparative Study of Emotional Maturity of Senior Secondary School Students



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ABSTRACT

The present study investigated the emotional maturity of adolescents of Chandigarh. The study was conducted on a group of 200 students, 100 boys and 100 girls from govt. and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.

Introduction

Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world, they may be constructive and destructive. Emotions have strong link with urges, needs and interests. A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a great extent on the programmes watched on television. Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. Emotional maturity can be called as a process of impulse control through the agency of self or ego. Dosanjh (1960), "Emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency".

Singh (1990). "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned".

A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, intellectual and socio behavioural changes occur in life. Suddenness of these changes results in anxieties and causes confusion and unrest among them. Anju (2000) found that there exists a positive and significant relation

between emotional maturity and intelligence of students which implies that the more intelligent the person is, the more emotionally mature he is. Ronald E. McNairs (2004) in his research on "learning pace of school children in regard to emotional maturity" found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want.

Peter Lichtenberg (2005) in his research on "Emotional Maturity Across Life Span" found that only that man has ability to work with others who has emotional maturity and stability. He focussed on ageing as well as personality and emotional maturity across life span in his study. Darwin Nelson (2005) in his research related to "Emotional Intelligence and Emotional Maturity" says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects certain level of social and emotional maturity.

The Objectives of the Study

1. To study and compare the emotional maturity level among government and private senior secondary school students.
2. To study and compare gender difference with regard to emotional maturity of senior secondary school students.

Hypotheses

1. There will be no significant difference in emotional maturity of government and private senior secondary school students.
2. There will be no significant gender difference in emotional maturity of senior secondary school students.

Design of the Study

The present study was designed to do the comparative analysis of emotional maturity of adolescents in city of Chandigarh. A descriptive survey method was adopted by the investigator to conduct this study.

Table 1: Mean differentials between Govt. and Private schools with regard to Emotional Maturity

Variables	Government School		Private School		t-ratio	Level of Significance
	Mean	SD	Mean	SD		
Emotional Instability	24.45	5.29	24.24	4.18	1.79	N.S
Emotional Regression	24.73	5.25	23.51	4.36	1.78	N.S
Social Maladjustment	25.58	5.63	23.84	4.88	2.34	0.05
Personality Disintegration	21.65	5.24	20.71	4.34	1.38	N.S
Lack of Independence	18.98	4.18	17.85	3.33	2.11	0.05

Table 2 : Mean Differentials between boys and girls with regard to Emotional Maturity

Variables	Boys		Girls		t-ratio	Level of Significance
	Mean	SD	Mean	SD		
Emotional Instability	24.27	4.86	25.42	4.68	1.71	N.S
Emotional Regression	24.15	4.71	24.09	5.09	0.09	N.S
Social Maladjustment	25.15	4.22	24.27	6.22	1.17	N.S
Personality Disintegration	21.79	5.14	20.57	4.42	1.8	N.S
Lack of Independence	18.59	4.07	18.24	3.55	0.65	N.S

Sample The sample of the present study comprised of 100 boys and 100 girls randomly selected from two Government Senior Secondary schools and 100 boys and 100 girls from two Private Senior Secondary schools of Chandigarh.

Tool :- Emotional Maturity scale by Singh and Bhargava (1971) was employed by the researcher for the purpose of data collection.

Results and Discussion

Hypothesis 1

There will be no significant difference in emotional maturity of government and private senior secondary school students.

In order to test hypothesis 1, Table 1 was prepared, data was entered in the table analysis was done and scores were interpreted.

See Table 1

The t-ratios between govt. and private school students with regard to different areas of emotional maturity i.e. emotional instability, emotional regression, social maladjustment, personality disintegration, Lack of Independence are 1.79, 1.78, 2.34, 1.38 and 2.11 respectively. The t-ratios with regard to emotional instability, emotional regression and personality disintegration are not significant. It is concluded from the above table 1 that there is no significant difference in emotional maturity of govt. and private school students except social adjustment and lack of independence. Thus the first hypothesis "that there will be no

significant difference in emotional maturity of government and private senior secondary school students" is partially accepted.

Hypothesis 2

There will be no significant gender difference in emotional maturity of senior secondary school students. In order to test hypothesis 2, Table 2 was prepared, data was entered in the table analysis was done and scores were interpreted.

See Table 2 The t-ratios between boys and girls with regard to different areas of emotional maturity i.e. emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence are 1.71, 0.09, 1.17, 1.8, and 0.65 respectively which are insignificant. The above discussion shows that there exists no significant difference in emotional maturity of boys and girls. Thus the second hypothesis "that there will be no significant difference in emotional maturity of senior secondary school students" is accepted.

Educational Implications

The study would help the teachers and counsellors to assess the attitude of students. The counsellor can have deep insight in various areas of emotional maturity and if required, can identify the causes of emotional immaturity. The teacher can provide adequate environment in the school and can take the help of counsellor to guide the parents to make the students emotionally mature. Therefore different ways should be devised inside the classroom as well as outside the school to foster desired environment.

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