

Research Article

Emotional Maturity of Higher Secondary School Students of Madurai District

Dr. Vincent Thaninayagam

Assistant Professor,
Lady Willigdon College of Education,
Chennai

Ms. K. Malliga

Ph.D Research Scholar,
Lady Willigdon College of Education,
Chennai

ABSTRACT

The present study aims to find out the emotional maturity of higher secondary school students of Madurai district. Survey method was used to find out the emotional maturity. A sample of 200 students selected randomly were studied. The data were collected by using questionnaire as an instrument. t-test and ANOVA were applied to test the hypotheses in order to find out whether there is any significant difference between the mean scores of emotional maturity among higher secondary school students on the basis of demographic variables. Results revealed that male and female higher secondary school students do not differ significantly in their emotional maturity, rural and urban higher secondary school students differ significantly in their emotional maturity, government and private school students do not differ significantly in their emotional maturity. The school curriculum must include the programmes required to enhance the emotional maturity of students.

Keywords: Emotional maturity, higher secondary students, adolescent development, emotional stability, Madurai district

INTRODUCTION

Human beings aspire for emotions. When it is pleasant, we welcome it and when it is unpleasant, we reject it. People carry heavy load of emotions due to unpleasant events in their everyday life. Carrying heavy load of emotions state anger or fear creates chronic tension which may cause psychosomatic problems. Many people are not aware of their heavy load of emotions and the consequences of it. It may affect their adjustment profoundly.

Psychologists differ considerably in their emphasis on the role of maturation in the development of emotional behaviour. Gesell believed that maturation is responsible for the

gradual evolution of emotional expression in infants and children. He strongly disagreed with the view that emotional development is largely a phenomenon of social stimulation.

For Gesell, as the individual becomes more adequate physically, intellectually, and socially through the development of his capacities, there is a concomitant emotional growth. Outside control gradually disappears as the child's emotions mature, and ultimately the emotionally mature individual is able to function on the basis of inner controls, in our culture growing un- requires that the child behaves in a certain way, expresses his anger in a controlled manner, and learns a number of other culturally approved expressions of emotion. Thus, a considerable amount of our emotional behaviour is learned and related to a specific culture.

Emotional maturity is always relative. A five-year-old child has emotional maturity if he is capable of the emotional behaviour we judge fit for a five-year-old. Emotional maturity, however, develops throughout life. It is also a form of maturity from which one can regress most quickly. The child becomes more emotionally mature as the parent permits him to accept responsibilities and becomes independent and self-sufficient.

Jersild presents one of the most comprehensive lists of the stages involved in the child's moving toward maturity in the emotional area.

1. A change from being a creature who at first receives much, gives little, to one who is capable of giving as well as of receiving, and capable of learning to get enjoyment from giving.
2. Development of capacity to identify with a larger social group, and the ability to parteciple emotionally in the fortunes of the larger group.
3. Development from the status of being the child of family to the status ultimately, of being able to have children one's own find along with this development a capacity to exercise the feeling and attitudes involved in being parent psychologically, whether or not one is a parent biologically
4. Progressive sexual developments and the capacity after puberty to enjoying mature sex experience.
5. An increased capacity for bearing the inevitable sufferings and pains connected with life and growth, without feeling abused.

6. An increased capacity for sympathy and compassion as one, assimilates the meaning for self and others of the joys and vicissitudes of life.

Emotional maturity, then, is not a state in which all problems are solved but, instead, is a continual process of clarification and evaluation, an attempt to integrate feeling, thinking and behaviour.

Need And Significance of The Present Study

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescents' development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan stated account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

According to Walter D.Smitson emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-personally.

Kaplan and Baron elaborate the characteristics of an emotionally mature person, says that he has the capacity to withstand delay in satisfaction of needs. He has ability to tolerate reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

The concept of maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has been yielded the important formulation. Of the "Genital level" and "Object-interest (Freud, 1924)". Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has directed interest toward the more detailed nature of maturity.

Emotional Maturity implies controlling your emotions more willingly than letting your emotions to give you the orders. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How well do you tackle any relationship, is a major discernible factor to check your level of emotional maturity.

Any relationship you have with others expresses your emotional intelligence because you put across your communication skills, your commitment and your integrity to it. Your emotional maturity depicts your capacity to manage and to check your emotions, to evaluate others' emotional state and to persuade their judgment and actions. A person's emotional maturity is very much influenced by his/ her relationship history.

So it is essential to study about the emotional maturity of higher secondary students which has a direct influence on the education and personality development of the individuals. Hence the present study, "EMOTIONAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS OF MADURAI DISTRICT."

OBJECTIVES

The following objectives are formulated for the present study.

- ❖ To find out the level of emotional maturity of higher secondary students.
- ❖ To find out whether there is any significant difference in the emotional maturity of higher secondary students with respect to their gender, location of school and Type of school.

HYPOTHESIS

- ❖ Emotional Maturity of higher secondary students is high.
- ❖ There is a significant difference in the emotional maturity of higher secondary students with respect to their gender, location of school and Type of school.

METHODOLOGY

Methodology deals with how to conduct the research and also explains the sampling design, tools description and method of data collections.

The sample of 200 higher secondary students was selected according to the principles of random sampling technique. Various basis of stratification such as gender, locality and Type of school were taken into consideration. In this present study, the researcher used normative survey method.

Statistical Techniques Used

Descriptive Analysis:

The means, standard deviations of the entire sample are computed.

Differential Analysis:

The 't' test is used to determine whether the performance of two groups is significant or not.

ANALYSIS AND INTERPRETATION

Table 1

Showing the Mean, Standard Deviation of the sub samples in relation to higher secondary school students emotional maturity

Variable	Groups	N	Mean	Standard Deviation
Entire	Total	200	126.77	15.13
Gender	Male	62	127.79	12.66
	Female	138	126.31	16.13
Locality	Rural	33	122.67	6.44
	Urban	167	127.58	16.20
Type of school	Government	90	127.08	18.00
	Private	110	126.52	12.38

Hypothesis 1 : Emotional Maturity of higher secondary school students is high.

Table 1 shows Mean, SD of higher secondary students emotional maturity. The result reveals that, students have average emotional maturity. In the case of male and female, male

(127.79) scored higher mean value than female (126.31). So, male have high emotional maturity than female. In the case of rural and urban, urban (127.58)" scored higher mean value than rural (122.67). So, urban area students have high emotional maturity than rural. In the case of Government and Private, Government school (127.08) scored higher mean value than private (126.52). So, Government higher secondary school students have high emotional maturity than private school students.

Table 2

Showing Mean, SD and t-test for emotional maturity among higher secondary school students on the basis of gender

GENDER	N	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANCE
Male	62	127.79	12.66	0.699	Not Significant
Female	138	126.31	16.13		

Hypothesis: There is significant difference between the mean scores of emotional maturity among higher secondary school students on the basis of gender.

The calculated t-value (0.699), which is not significant, confirms that there is a no significant difference between emotional maturity among higher secondary school students on the basis of gender. Hence the stated hypothesis is rejected. To sum up, male and female higher secondary school students do not differ significantly in their emotional maturity.

Table 3

Showing Mean, SD and t-test for emotional maturity among higher secondary school students on the basis of Locality

LOCALITY	N	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANCE
Rural	33	122.67	6.44	2.923	Significant
Urban	167	127.58	16.20		

Hypothesis: There is significant difference between the mean scores of emotional maturity among higher secondary school students on the basis of locality.

The calculated t-value (2.923), which is significant at 0.01 level, confirms that there is a significant difference between emotional maturity among higher secondary school students on the basis of locality. Hence the stated hypothesis is accepted. To sum up rural and urban higher secondary school students differ significantly in their emotional maturity.

Table 4

Showing Mean, SD and t-test for emotional maturity among higher secondary school students on the basis of type of school

TYPE OF SCHOOL	N	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANCE
Government	90	127.09	18.00	0.250	Not Significant
Private	110	126.52	12.38		

Hypothesis: There is significant difference between the mean scores of emotional maturity among higher secondary school students on the basis of type of school.

The calculated t-value (0.250), which is not significant, confirms that there is no significant difference between emotional maturity among higher secondary school students on the basis of type of school. Hence the stated hypothesis is rejected. To sum up government and private school students do not differ significantly in their emotional maturity.

Major Findings

- Male and female higher secondary school students do not differ significantly in their emotional maturity.
- Rural and urban higher secondary school students differ significantly in their emotional maturity. Urban higher secondary school students have high emotional maturity.
- Government and private school students do not differ significantly in their emotional maturity.

RECOMMENDATIONS

- ❖ All the educational efforts made throughout the world redirected towards enhancement of emotional maturity. This is especially important in a developing country like India.

There are general opinions that the standards of education are falling down. The society seems to have lost confidence in the work accomplished by teachers. Social prestige attached to teaching profession, which was once considered to be a noble profession is slowly disappearing. So the teachers have to develop a more favourable attitude towards their work and perform their work with a missionary zeal.

- ❖ The best way to make the dreams of Indian citizens to come true is to awaken the interests of students and to impart education in line with their interests. Students should be made to be fully aware of the need to be involved highly in studies. They must be made to be attentive in the class and be encouraged to develop better emotional maturity. The learning materials presented to the students should be made more meaningful, interesting, attractive and useful.
- ❖ In school, the classroom activities should be made more challenging. Educators can think in line with level of students on learning and emotional maturities for better instruction in class rooms.
- ❖ Ministry of education both at the centre and State and educational administrators at various levels should take necessary steps to provide adequate facilities like ideal classrooms, appropriate teaching aids, good library, fully equipped laboratory, better play fields, adequate financial assistance, etc., to enhance the emotional maturity of students.

CONCLUSION

The present study made on emotional maturity of higher secondary school students of Madurai district. The findings of the study reveal the present position of higher secondary school student's emotional maturity is average. The future teachers must keep in mind that their valuable time and work creates harmonious nation to provide suitable packages for the higher secondary school students. It was found that there is significant difference between the mean scores of emotional maturity among higher secondary school students on the basis of demographic variables.

REFERENCES

- ♣ Paramesh (2010), 'A Study of creation to extraversion, emotionality and Value's (Ph.D Psychology, University of Madras.)

- ♣ Patel G.N. (2012), "An investigation is to study motives concerns and fear of failure of ideationally conformist and deviant university students' (Ph.D Psychology, Msu)
- ♣ Pregadeeswaran, S (2014) Training for emotional intelligence quotient for business executives, Unpublished Ph.D. Dissertation, Annamalai University.
- ♣ Ram.A.L.(2010), A study of cognitive complexity among higher secondary school student as the function of their personality factors' in (Ph.D Psy. Agra.)
- ♣ Shanmugam T.G. (2012) 'Personality correlates of Audience anxiety' (Ph.D Psychology Jod.)
- ♣ Sarojini S. (2011), 'Personality Problems of Pupils of age group 6 to 18 years' (Ph.D University of Madras)
- ♣ Yadau R.K (2013), 'Emotional Factors in problem children in the age group of seven to 12years' Ph.D dept. Psychology University of Agra.