

## Research Article

## A Study on Emotional Maturity of Higher Secondary School Students

Maria louis<sup>1</sup> & Dr. Alma Juliet Pamela<sup>2</sup>

<sup>1</sup>Research Scholar, Stella Matutina College of Education, Chennai, TN, India

<sup>2</sup>Associate Professor of Education, Stella Matutina College of Education, Chennai, TN, India

### Abstract

In the current situations, emotional maturity is very important to all people for living with peace and concord in life. Emotional maturity means the right decision taken at the right time in the right manner. An Adolescent is our wealth of future and transitional phase of growth and development between childhood and adulthood. Adolescence can be a time of both confusion and discovery. The purpose of this study was to assess the impact of emotional maturity and self – Esteem on the students. Socio-demographic, Emotional Maturity and Self Esteem Scale were applied. A significant negative correlation was found in the domains of the Emotional maturity scale and self - Esteem. Self - Esteem scale showed a very significant negative correlation with Emotional stability ( $r = -.243, p < 0.01$ ) There was no difference in the total score of the Satisfaction with Life Scale between boys and Girls of the higher secondary school-going adolescents.

**Keywords:** Emotional maturity, adolescents, school students, gender academic stream

### Introduction

Education means an each-round development of an individual i.e. every child should be developed with the necessary experience for living and turn ideal, well- rounded, successful & competitive citizens in future. Besides other factors of human life, emotions are also a vital factor. The emotional development of a child is truly necessary because without feelings a person is like a machine. We all know that our present world is enormously competitive where one intends to show better than others. In this competitive society, people are also moving apace to achieve the best but almost in the interior, they're attacked by frustration which can harm the whole life of a person. And this frustration occurs due to the lack of proper emotional maturity.

It has been found that emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular. Emotional

maturity helps a person to be self-apprehensive, positive, patiently, empathetic, self-controlled, flexible, responsible etc., which means an emotionally mature person can acclimatize to all the complications of life in a peaceful & flexible way. Life is full of complications, but we've to handle this adequately if not moreover survival is going to be tricky. It's a stage, which is actually essential in human life. Kaur (2013) found that the students having high I.Q level have high emotional maturity and the vice-versa and the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst.

One of the major objectives of any good educational programme is to help the learner to gain emotional maturity. Students who have a well-developed emotional maturity can place themselves in their surroundings, understand their impulses in the world, and can take responsibility for how they show up in the world. An emotionally mature person has full control over the expression of their passions. Yet, they behave according to the accepted social values and ideals. They remain indifferent towards emotional allurements. There's no insecurity in the expression of emotions. During adolescence, one gets frenzied truly soon. Adolescents burst into laugh at flimsy effects or lose their temper soon but an emotionally mature is free from this disfigurement. As one grows mature his emotional stability and depth of social adaptation, vocational and professional aptitude, life's ambitious etc., go on developing. A mature person is anticipated to understand a situation without anyone's helped and realize his duties and liabilities himself. They won't act irresponsibly under an emotional sluice and waste their time and energy over imaginary problems. But it's really related to their success to cultivate finer rates of tone-control, politeness, sympathy, cooperation, forbearance and emotional stability.

An emotionally stable person will have better adaptation with themselves as well as with others. Emotionally mature persons will have further satisfaction in life; they will be satisfied with what they are having, of course trying to achieve further. They will have more positive than negative platforms toward their life. Petrides et al (2004) conducted "A study of relationship between emotional intelligence, cognitive ability and academic performance" and found that emotional intelligence moderated the relationship between academic performance and cognitive ability, where higher IQ and higher emotional quotient (EQ) led to greater academic performance.

**Cole (1954)** said, 'The principal indicator of emotional maturity is the capability to bear the pressure. Emotional maturity is always relative. Still, emotional maturity develops throughout life. It's a form of a person's maturity, from which one can retreat veritably snappily. Psychologically more mature during nonage as parents are allowed to accept liabilities and come independent and tone-sufficient. Different studies frequently say adolescents are largely emotional, they face difficulty in regulating emotional behaviours, and occasionally they're over-reactive and fail to control or operate different emotional chops.

Emotional maturity has a veritably close relationship with test anxiety also, as anxiety is nothing but an emotion which is characterized by the feeling of pressure and solicitude. It brings upset studies and physical changes too. Numerous studies have explained the colorful countries of emotional maturity grounded on gender as well. Not only physical growth and development are linked with emotional makeup and also intellectual, social, moral, and aesthetic development and are also controlled by emotional gets and exploits. Taking these factors following are five broad factors of the emotional maturity position in individualities

Emotional maturity at the college stage in student life plays a key role in developing their personality. Although we call the man a judge, there is no reason to doubt his behavior, which is controlled by emotions. If you do not know the nature of human life, its behavior will not be comprehensively evaluated. Furthermore, to live a healthy life in society, proper development of the student's emotional maturity is essential. The conscious mental process of social life is regulated exclusively by the emotional behavior of the individual. So, if emotional development is not properly developed, then life development is not fulfilled. A person who does not properly develop a positive response to emotional maturity is not considered a perfect person. In such a situation, emotional maturity is required to conform to behavioral standards to develop a good human being.

**Dosanjh (1956)** says, 'Emotional maturity means a balanced personality. It means the ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendencies' According to **Crow and Crow (1962)**, "The emotionally mature or stable individual regardless of his age, is the one who can overcome tension to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strives towards an improved integration of his thought, his emotional attitude and his overt behavior. **Menninger (1999)**,

emotional maturity includes the ability to deal constructively with reality. According to **Walter D. Smitson (1974)**, "Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically, and interpersonally." **Crow and Crow (1974)** said, "An emotion is an affective experience that accompanies generalized inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behavior" (as cited in **Kasundra & Singh, 2008**). The emotionally mature is not the one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.

### **Aim of the Study**

The purpose of this study was to assess the impact of emotional maturity and Self-esteem of school going adolescents.

### **Objective**

- To assess the relation between Emotional Maturity and Self- Esteem in school going adolescents.
- Comparison of Self- Esteem between the students of higher secondary.

### **Methods**

Data was taken from Higher Secondary Schools (2 schools) of the city of (city name). They were (School Name). The research designed based on cross sectional and used purposive sampling to select the respondents. Total sample size of the study were 80 school going adolescents (40 from each school). The respondents were selected based on the permission from the school authority and the Criteria to select the respondents from higher secondary school going boys in the age group of 14 to 18 years who were attending school regularly also the willingness of the respondents and who gave the written concern to participate in the study. Also, this study straightly avoids the students those who were not staying with their biological parents, students who went to work after schooling and the students who were having the history of any significant physical illness.

### Tool Used for Data Collection

- **Socio- demographic profile:** It included various socio-demographic variables like name, father's name, address, age, sex, education, name of the school in which studying, domicile, religion, family type, total family members, family income per month, physical health, family history of physical illness and psychiatric illness, education of parent, occupation of the father.
- **Emotional Maturity Scale (Singh & Bhargava, 1990):** It has developed by. Yashvir Singh and Mahesh Bhargava, this questionnaire consists of 48 items. Namely emotional instability, emotional relapse, social conflict, and personality breakdown the last item examines their lack of independence. The emotional maturity questionnaire is a self-report scale on a 5-point Likert scale. A higher score indicates higher levels of emotional immaturity and vice versa.
- **The Self-Esteem Scale (Rosenberg, 1965):** A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

### Statistical Analysis

The Statistical Package for Social Sciences (SPSS) 20.0 for windows was used for data analysis. Student t-test was used for comparing the continuous data of the 2 groups. Chi-square test was applied to compare the categorical data. Pearson's correlation analysis was used for finding out the significant correlations between variables.

Table 1 shows the socio-demographic details of students in Class X, Class XI & Class XII. There were equal numbers of male and female students in Class X. Large number of them were Hindu (87.5%), urban (77.5%), coming from nuclear family (62.5%) and had good physical health (92.5%). They had no family history of physical illness (85%) and psychiatric illness (100%). Father worked as skilled worker (92.5%) and the mothers were semi-skilled (97.5%). On comparison with students of Class XI and Class XII, it appeared that the socio- demographic characteristics were similar. There were no differences in socio-demographic status.

Table 1

## Socio-demographic Characteristics of School going, Adolescent

Variables		School -1	School-2	x <sup>2</sup>	d f	p
Religion	Christian	35 (87.5%)	38 (95%)	2.162	2	0.504
	Others	5 (12.5%)	2 (5%)			
Domical	Rural	31 (77.5%)	28 (70%)	0.800	2	0.775
	Semi Urban	9 (22.5%)	12 (30%)			
Family Type	Nuclear	25 (62.5%)	23(57.5%)	0.276	2	0.919
	Joint	15 (37.5%)	17(42.5%)			
Physical Health	Good	37 (92.5%)	38 (95%)	0.303	2	1.000
	Average	3 (7.5%)	2 (5%)			
Psychological Health	Average	20 (50%)	20 (50%)	0.000	2	1.000
	Below Average	20 (50%)	20 (50%)			
Family History of Physical Illness	Yes	6 (15%)	2 (5%)	2.602	2	0.378
	No	34 (85%)	38 (95%)			
Family History of Psychiatric Illness	Yes	0 (0%)	1 (2.5%)	2.017	2	1.000
	No	40 (100%)	39 (97.5%)			
Occupationof Father	Semi-skilled	1 (2.5%)	1 (2.5%)	0.000	2	1.000
	Skilled	39 (97.5%)	39(97.5%)			
Occupationof Mother	Unskilled	1 (2.5%)	6 (15%)	5.029	4	0.307
	Semi-skilled	2 (5%)	3 (7.5%)			
	Skilled	37 (92.5%)	31(77.5%)			

Table 2: Correlation between Emotional Maturity and Self – Esteem

Emotional Ma- turity	Domains	Self-Esteem Pearson 'r' value) N=80
	Emotional Stability	-.243**
	Emotional Progression	-.137*
	Social Adjustment	-.189**
	Personality Integration	-.129*
	Total score	-.197**

Significant level  $p < 0.01$ \*\*, Significant level  $p < 0.05$ \*

Table 2 shows correlation between emotional maturity and self-esteem in both the school students (N=80). Emotional Stability, emotional Progression, Social Adjustment, personality Integration and total score have significant negative correlation with Self-Esteem. There was no correlation between emotional maturity and self-esteem.

## Discussion

The aim of the study was to find the relationship of emotional maturity and self-esteem of school going student. Etymologically the word “Emotion” originated from Latin word “EMOVERE” which means to stir up, to excite, or to agitate. Emotional maturity implies understanding of oneself, world and realities of life. Utmost of our problems arise due to lower understanding of our lives and requirements. Emotional maturity implies controlling one’s emotions slightly than allowing our feelings get the better of us. Children occasionally act in incongruous ways because they’ve not developed an understanding of those emotions or how to express them in the correct ways. Because of the close connection with social growth, you oftentimes see ‘emotional development’ referred to as ‘social-emotional.’ This area of human development includes how children feel about and act towards the people and situations in their lives.

A person’s emotional maturity is actually importantly reached by his/ her relationship history. 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 we can dive into any relationship, is a major perceptible factor to check our footing of emotional maturity.

Not only physical growth and development are linked with emotional makeup and also intellectual, social, moral, and aesthetic development and are also controlled by emotional behaviour and gestures. Taking these factors following are five broad factors of the emotional maturity position in individuals.

Emotionally disturbed behaviour can be described through ways reflected in these factors. The factors are: i) Emotional Stability. ii) Emotional Progression. iii) Social Adjustment. iv) Personality Integration. v) Independence

**(i) Emotional Stability:** Emotional Stability refers to the characteristics of a person that doesn't allow him to respond devilishly or given to swings in mood or emphatic changes in any emotional situation.

**(ii) Emotional Progression:** Emotional Progression is the characteristics of a person that refers to a feeling of respectable advancement and growing vitality of emotions in relation to the context to assure a positive thinking invested with righteousness and satisfaction.

**(iii) Social Adjustment:** Social Adjustment refers to a process of interaction between the necessities of a person and demands of the social environment in any given situation, so that they can maintain and accommodate a desired relationship with the atmosphere.

**(iv) Personality Integration:** Personality Integration is the process of explosively unifying the diverse elements of a substance's motives and dynamic tendencies, working in harmonious co-action and de-escalation of the inner conflict (English & English, 1958) in the fearless expression of behaviour, whereas disintegrated personality includes all those symptoms, like response, phobias formation, argument, pessimism, immorality etc.

**(v) Independence:** Independence is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his opinions by his own judgment grounded on data by exercising his intellectual and creative capabilities.

**Self-Esteem:** Confidence in one's value as a human being is a precious intellectual resource and generally a considerably positive factor in life; it's identified with achievement, good collaborations, and content. Owning little self-regard can lead people to become depressed, fall abruptly off their prospects, or tolerate abusive relations and situations. Too historic self-love, on the other hand, results in an out-putting sense of annuity and an incapability to learn from failures. It can also be a sign of clinical egocentricity, in which existents may behave in a personality-cantered, arrogant, and manipulative manner. This view lays stress upon 'self-control' and not on 'self-fulfilment'.

Emotional maturity it is a set of skills that help students to be successful in school, at work and in relationships with their family and relatives. It is the big challenge for the younger generations. In the present study, a significant negative correlation was found in the domains of

Emotional maturity scale and Self-esteem. Self-esteem scale showed very significant negative correlation with Emotional stability ( $r = -.243$ ,  $p < 0.01$ ), Social adjustment ( $r = -.189$ ,  $p < 0.01$ ) and Total score ( $r = -.197$ ,  $p < 0.01$ ). In the study, Subjective well-being scale showed significant negative correlation with Emotional progression ( $r = -.137$ ,  $p < 0.05$ ) and Personality Integration ( $r = -.129$ ,  $p < 0.05$ ). It can be explained as persons who perceive adequate emotional maturity might be privilege to have inadequate well-being to reduce the consolidation of subjective well-being.

This study helps to support people with unstable emotional maturity and poor general self-esteem to modify their lifestyles. This study leads to hale and healthy social and personal life. It also helps the adolescent to lead a matured way of lifestyle. It's directed the does and dons for the betterment. It also guides to find out adolescents with emotional instability and poor well-being and provides proper guidance from the educational sector to empower them and to achieve a state of stable emotional maturity. It can also help to give information and guidance on the upbringing of adolescents.

### **Conclusion**

The 'development' aspect entails children gradationally learning to deal with, talk over, and control feelings, similar to fear, envy, angeriness, and sadness. They also learn to undergo and respond to sensibilities of love, happiness, and excitement in a controlled manner. Although you can find similarities among children at certain stages and periods, they develop at different rates and are definitely not all comparable. If the pupils are emotionally drained or unstable they won't be capable to achieve success in their academic activities. They will sustain further worries, stresses, anxiety, anxiousness etc. Throughout their academic life and it'll surely clog their performance negatively. Some studies mentioned the benefits of psycho-education. This should be promoted for creating an emotionally healthy being. Parenthood style also affects the emotional status of adolescents.

### References

- Cole, L. (1954). *Psychology of adolescence*. Rinehart and Company, Inc.
- Crow, L. D., & Crow, A. (1962). *Child development and adjustment: Study of child psychology*. Macmillan.
- Dosanjh, N. L. (1956). *Imagination and maturity as factors indicative of success in teaching* (Unpublished doctoral dissertation). Punjab University, Chandigarh.
- Kasundra, R. J., & Singh, I. S. (2008). Emotional maturity among school students. *International Journal of Social Impact*, 5(2), 61–66.
- Majumdar, S., & Shivam, M. (2019). Emotional maturity: A study of secondary school students. *SSRN Electronic Journal*, 6, 806–820. <https://doi.org/10.2139/ssrn.XXXX>
- Menninger, C. W. (1999). *Emotional maturity*. Hickman Associates.
- Smitson, W. (1974). The meaning of emotional maturity. *MH*, 58, 9–11.