

Emotional Maturity Among Secondary School Students

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ABSTRACT

The present study aimed to know the emotional maturity among secondary school students. It also aimed to check emotional maturity with reference to gender and residence area. Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012) was used. The sample constituted total 120 secondary school students out of which 60 were from boys school students (30 urban area and 30 rural area) and 60 from girls school students (30 urban area and 30 rural area). The data was collected from Mehsana District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is no significant difference between the mean score of emotional maturity among the boys and girls school students, 2. There is significant difference between the mean score of emotional maturity among the school students of urban area and rural area. The school students of urban area group have higher level of emotional maturity compare to school students of rural area group and 3. There is no significant difference in the interactive effect of the mean scores of emotional maturity among the gender and residence area.

Keywords: Emotional Maturity, Boys and Girls Students, School Students of Urban Area and Rural Area.

Education means an all-round development of an individual i.e. every child should be develop with the necessary skills for living and become ideal, well-rounded, successful & competitive citizens of tomorrow. Besides other factors of human life, emotions is also a vital factor. Emotional development of a child is very necessary because without emotions a person is like a machine. We all know that our present world is highly competitive where one intends to show better than others. With this competitive society people are also moving faster to achieve the best but somewhere in the midway they are attacked by the frustration which can harm the whole life of a person. And this frustration occurs due to the lack of proper emotional maturity. Emotional maturity helps a person to be a self-aware, positive, patientful, empathetic, self-control, flexibility, accountability etc. which means an emotionally mature person can adapt to all the complexities of life in a peaceful & flexible way. Life is full of complexities, but we have to handle this in a proper way if not then survival is going to difficult. Hence every child should be prepared with

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proper emotional development so that he or she can be able to cope up with any problems that appear in life and if that then success is not impossible to him or her.

There are many stages in human life. Adolescence is also a stage of human life which is called the storm & stress period. Adolescent means those who are between the age of 15- 18 years. They are very curious, always have queries because this stage is the beginning stage of the personality development of a person. Adolescence is the period of developmental changes like physical, psychological, emotional as well as social. After a long period of childish behavior suddenly a child becomes imbalanced and unstable when he turns into an adolescent. Due to the developmental changes, their emotions get fluctuated. They did not have any control of emotions thus got frustrated many times and also due to lack of proper emotional maturity they are unable to make decisions regarding their vocational, educational, personal career. Hence, they have to guide properly and it should also be necessary to develop proper emotional maturity along with other developers for their balanced personalities in life.

What is emotional maturity?

When we think about maturity, the first thing that comes to mind is usually age. However, when it comes to emotional maturity, the age of a person is not always an accurate indicator. Instead, emotional maturity relates to an individual's ability to both manage and understand their emotions. There are many dimensions to emotional maturity, but to put it simply, emotional maturity helps us to cope with the difficult situations life throws at us. As such, being emotionally mature can help one to navigate the modern world and find fulfilment and happiness within it.

On the flip side, if you're wondering 'what is emotional immaturity?' this is also an important question. It can be difficult to identify emotional immaturity in a person at first, but as relationships develop this can become a factor that is challenging to deal with. In this article, we take a look at some key pointers that will help you to identify emotional maturity in yourself and others. We will also explore some practices that can help you to cultivate an active awareness of your emotions and help you to develop your emotional maturity.

Definitions of Emotional Maturity

According to Walter D. Smitson (1974), "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally." & Crow and Crow (1974), "An emotion is an affective experience that accompanies generalised inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour." According to the American Psychological Association (APA), emotion is defined as "a complex reaction pattern, involving experiential, behavioral and physiological elements." Emotions are how individuals deal with matters or situations they find personally significant.

Sudeshna Majumdar and Tapash Das (2019) finding that the Government school students have more emotional maturity than private school students. It means types of school plays a major role to develop the emotional maturity, secondary girl students have more emotional maturity than the secondary boy students. It means gender plays a major role to form the emotional maturity. Girls of private secondary schools have more emotional maturity than boys of private secondary schools. Girls of Government secondary schools have more emotional maturity than boys of private secondary schools and Boys of Government secondary schools have more emotional maturity than boys of private secondary schools.

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Objectives

The objectives:

- To Study the effect of boys and girls school students have more emotional maturity.
- To Study the effect of school students of urban area and rural area have more emotional maturity.
- To study the interactive effect of gender and residence area with respect to their emotional maturity.

METHODOLOGY

Hypothesis

- There will be no significant difference between the mean score of emotional maturity among the boys and girls school students.
- There will be no significant difference between the mean score of emotional maturity among the school students of urban area and rural area.
- There will be no significant difference in the interactive effect of the mean scores of emotional maturity among the gender and residence area.

Sample

The sample constituted total 120 students out of which 60 were from boys school students (30 urban area and 30 rural area) and 60 from girls school students (30 urban area and 30 rural area).

Research Design

A total sample of 120 school students equally distributed between boys and girls school students of urban area and rural area from Mehsana District selected for the research study.

Showing the table of Sample Distribution

Residence Area (B)	Gender (A)		Total
	Boys School Students (A ₁)	Girls School Students (A ₂)	
Urban Area (B ₁)	30	30	60
Rural Area (B ₂)	30	30	60
Total	60	60	120

Variable

Independent Variable

Gender: Boys and Girls students.

Residence Area: School students of urban area and rural area.

Dependent Variable: Emotional Maturity Scale.

Tools

The Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012). The scale 48 items. Test-retest Reliability - The scale was measured for its test-retest reliability by administering upon a group of collegiate students. The time interval between the two testing was that of six months. The product moment r between the two testing was .75. The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2; and for negative answer of never, a score of 1 is to be awarded.

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Procedure

The permission was granted from various secondary school students for data collection in Mehsana District after the establishment of rapport, personal information and the 'Emotional Maturity Scale (EMS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance, mean, 'F' value and level of significance of gender and residence area

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	2511.68	3.17	N.S.
SS _B	1	8996.01	11.35	0.01*
SS _{A*B}	1	85.01	0.11	N.S.
SS _{Error}	116	792.89	—	—
SS _{Total}	119	103567.93	—	—

*0.05=3.92, *0.01=6.84, & N.S.= Not Significant

Table: 2 The Table showing the Mean Score of emotional maturity among boys and girls school students

	A (Gender)		'F' value	Sign.
	A ₁ (Boys Students)	A ₂ (Girls Students)		
M	126.85	117.70	3.17	N.S.
N	60	60		

Here we can see in table no.2, that the mean score of boys school students group is 126.85 and the mean score of girls school students group is 117.70. The 'F' value is 3.17 which is not significant. It means both group of secondary school of boy and girl students is having no difference in their level of emotional maturity. It means to say that Hypothesis no.1 "There is no significant difference between the mean score of emotional maturity among the boys and girls school students" is accepted. The probable reason could be emotional maturity no boy and girl secondary school students difference is seen in emotional maturity.

Table: 3 The Table showing the Mean Score of emotional maturity among school students of urban area and rural area

	B (Residence Area)		'F' value	Sign.
	B ₁ (Urban Area)	B ₂ (Rural Area)		
M	130.93	113.62	11.35	0.01
N	60	60		

Here we can see in table no.3, that the mean score of school students of urban area group is 130.93 and the mean score of school students of rural area group is 113.62. The 'F' value is 11.35 which is significant at 0.01 level. It means both group of secondary school students of urban and rural area have significant difference in regards to their emotional maturity. It should be remembered here that, according to scoring pattern, higher score indicates higher emotional maturity. Thus, from the result shows, the school students of urban area group have higher level of emotional maturity compare to school students of rural area group. Hypothesis no.2 "There is no significant difference between the mean score of emotional maturity among the school students of urban area and rural area" is rejected.

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Table: 4 The Table showing the interactive effect of the Mean Score of emotional maturity among gender and residence area

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	134.67	127.20	0.11	N.S.
		B ₂	119.03	108.20		
N			60	60		

Here we can see in table no.3 that the mean score of boys school students of urban area group is 134.67, boys school students of rural area group is 119.03, girls school students of urban area group is 127.20, and girls school students of rural area group is 108.20. The 'F' value is 0.11 which is not significant. It means both group of school students of boys and girls of urban area and rural area is having no difference in their level of emotional maturity. It means to say that Hypothesis no.3 "There is no significant difference in the interactive effect of the mean scores of emotional maturity among the gender and residence area" is accepted. The probable reason could be emotional maturity no gender and type of area difference is seen in emotional maturity.

CONCLUSION

- There is no significant difference between the mean score of emotional maturity among the boys and girls school students.
- There is significant difference between the mean score of emotional maturity among the school students of urban area and rural area. The school students of urban area group have higher level of emotional maturity compare to school students of rural area group.
- There is no significant difference in the interactive effect of the mean scores of emotional maturity among the gender and residence area.

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Conflict of Interest

The author(s) declared no conflict of interest.

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