

A STUDY OF EMOTIONAL MATURITY AMONG HIGHER SECONDARY SCHOOL STUDENTS

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INTRODUCTION: It is well said that human beings are specks of intelligence afloat on the sea of emotions. An emotion is an affective experience that accompanies stirred up mental and psychological states and shows itself in his overt behavior. Emotion is a magic word that makes human life dynamic and makes him a multi-colored shell on the shore of sea of society. Emotions have strong link with urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and is emotionally stable. Emotions sometimes lead to disintegration of our actions.

According to Goleman we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two".

Emotions play a crucial role in contributing towards adjustment of the individual people who are emotionally mature, they can manage their feelings well and deal effectively with other people. So, an emotionally mature person can have better adjustment with himself as well as others. The road to emotional maturity involves the integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adult's personalities. The self contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a self which is more than the sum of its components and becomes a global factor in our personality. This global factor is the difference between the idiot savant and the creative, actualizing, gifted personality. Emotional maturity is a requirement for starting and maintaining relationships. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships.

Arya A (1984) conducted a study for emotional maturity and value of superior children in family. The objectives of the study were to found relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study find that superior boys and girls do well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity.

Anju, (2000) found that there exists a positive and significant relationship between emotional maturity and intelligence of student which implies that more intelligent the person is, more emotional mature he is. The relationship between emotional maturity and intelligence of girls came out to be significant.

Geeta S., Vijaylaxmi A. (2006) conducted a study on impact of emotional maturity on stress and self confidence of adolescents and found that adolescents with high emotional maturity have significantly higher stress and self confidence than those with lower emotional maturity.

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 affect certain level of social and emotional maturity.

OBJECTIVES:

1. To asses Emotional Maturity between male and female students of higher secondary school.
2. To asses Emotional Maturity between urban and rural students of higher secondary school.
3. To asses interaction effect between gender and Area of Residence of students of higher secondary school with regard to Emotional Maturity.

HYPOTHESIS:

1. There will be no significant difference between male and female students of higher secondary school with regards to Emotional Maturity.

2. There will be no significant difference between urban and rural students of higher secondary school with regard to Emotional Maturity.

3. There will be no significant interaction effect between gender and Area of Residence of students of higher secondary school with regards to Emotional Maturity.

SAMPLE:

For the present study random sampling technique was used for the selection of the participants. The sample consisted of 120 students (30 urban male students and 30 urban female students, 30 rural male students and 30 rural female students). Sample was taken from Ahmedabad City.

VARIABLES:

In present research gender and Area of Residence were considered as independent variables and scores of emotional maturity was considered as dependent variable.

TOOL:

In present research following tool was used for data collection

- Emotional Maturity Scale (EMS) by Yashvir Singh & Mahesh Bhargava.

Reliability:

The reliability of the scale was determined by: 1 Test-retest method, and 2. Internal Consistency.

- i. Test-retest Reliability- The scale was measured for its test- retest reliability by administering upon a group of collegiate students (N = 150) including male and female students aged 20-24 years. The time interval between the two testing was that of six months. The product moment r between the two testing was .75.
- ii. Internal Consistency- The internal consistency of the scale was checked by calculating the coefficient of correlation between total scores and scores on each of the five areas. Table 1 given below, shows the values of internal consistency.

Internal Consistency of dimension of EMS such as Emotional stability is 0.75, Emotional progression is 0.63, Social adjustment is 0.58, Personality integration is 0.86, and Independence is 0.42.

Validity:

The scale was validated against external criteria, i.e., the Gha area of the adjustment inventory for college students by Sinha and Singh. The inventory has ‘Gha’ area measuring emotional adjustment of college students. The number of items of this area is twenty-one. Product moment correlation obtained between total scores on all twenty-one ‘Gha’ items and total scores on EMS was .64 (N = 46).

PROCEDURE:

After establishing the rapport with selected students of higher secondary school, Emotional Maturity test was administered in small manageable group of students. After completion of data collection. Scoring was done according to the scoring key of inventory.

STATISTICAL ANALYSIS:

To analyze the data analysis of variance (ANOVA) was used in order to study the main and interaction effect of two independent variables such as Gender and Area of residence of students of higher secondary school on scores of emotional maturity.

. RESULT AND DISCUSSION:

Table: 1

Showing Results of ANOVA on Emotional Maturity of Various Groups of Students Higher Secondary School

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Sig.
Gender	2041.875	1	2041.875	19.184	0.01
Area of Residence	848.007	1	848.007	7.967	0.01
Gender x Area of Residence	5187.675	1	5187.675	48.740	0.01
Error	12346.568	116	106.435		
TSS	20424.125	119			

The results of ANOVA of Emotional Maturity of various groups of higher secondary school students. F ratio for Emotional Maturity of gender is 19.18. Here variable A (gender- male, and female) was found to be significantly contributing to the Emotional Maturity at 0.01 level. Mean scores of male of higher secondary

school on Emotional Maturity is 87.25 and mean of girls is 95.5. It means significant difference is existed between male and female of higher secondary school on emotional maturity. Male students have found to be better Emotional Maturity than female higher secondary school students.

F ratio for Emotional Maturity of gender is 7.97. Here variable B (Area of Residence- Urban, and Rural) was found to be significantly contributing to the Emotional Maturity at 0.01 level. Mean scores of urban higher secondary school students on Emotional Maturity is 94.03 and mean of Rural is 88.71. It means significant difference is existed between urban and rural of higher secondary school on emotional maturity. Rural students have found to be better Emotional Maturity than urban higher secondary school students.

F ratio for Emotional Maturity of gender and Area of Residence is 48.74. Here variable AxB was found to be significantly contributing to the Emotional Maturity at 0.01 level. Mean scores of male urban higher secondary school students on Emotional Maturity is 83.33, Mean of male rural is 91.16, Mean of female urban of higher secondary school students is 104.73 and Mean of female rural is 86.26. It means significant interaction effect is existed between gender and area of residence of higher secondary school students on Emotional Maturity. Male urban higher secondary school students have found to be better Emotional Maturity than remaining groups of higher secondary school students.

CONCLUSION:

1. Significant difference is existed between male and female students of higher secondary school on emotional maturity. Male students have found to be more Emotionally Mature than female students of higher secondary school.
2. Significant difference is existed between urban and rural students of higher secondary school on emotional maturity. Rural students have found to be more Emotionally Mature than urban students of higher secondary school.
3. Significant interaction effect is existed between gender and area of residences students of higher secondary school on Emotional Maturity. Male urban students of higher secondary school have found to be more Emotionally Mature than remaining groups of students of higher secondary school.

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