

Emotional Maturity of Higher Secondary students

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Abstract: Emotional maturity can be described as the ability to balance the emotional outcomes or expressions of a person in different situations. It shapes the personality of the individual, makes the person responsible, helps in decision making and developing healthy relations with others. Generally, we can say that it is nothing but the capability of a person to control his emotions and not let his emotions to control him. It is one of the most powerful essences for developing the personality. Again, Higher Secondary stage is the gateway of higher education. Thus, it automatically brings stress on the students. Higher secondary stage is the stage of Adolescence. Hall defined Adolescence as the period of stress and strain. Psychologists considered it as the most crucial stage of human growth and development. Thus, it is very significant to study the different aspects of emotional maturity at the higher secondary stage of education.

Keywords: Emotional maturity, higher secondary students, gender

Introduction:

Emotion influences our behaviour in a particular situation. Emotions are the motivating forces of our lives which directly or indirectly affect our day-to-day actions and reactions. Maturity means to adjust with a situation and enjoy it completely. Emotional Maturity is a balance between the brain and emotions or more precisely the inner-outer world of a person. It is a powerful determinant of personality. It involves the integration and development of all the aspects of personality viz. intellectual, social, cultural, creative etc. Emotional maturity shapes behaviour and outlook of the person. It develops the sense of responsibility, sensitivity and also helps them in developing healthy relations with others. It is the ability of a person to control his emotions. Here, the person is not controlled by his emotions. Presence of emotional maturity helps a person to understand and manage his own emotions along with others. Different researches state that adolescents are highly emotional, they face difficulty in expressing their emotions properly, They experience a transition in emotional sphere. But, an emotionally matured adolescent deals with his problems quite effectively and establishes a balance between his feelings and behaviour. Generally it is found that adolescent girls have high emotional maturity than the adolescent boys

(Resmy Jose and Sujatha R. 2015). Bindu and Vajeela (2015) found that the level of emotional maturity is moderate among the secondary students. Some difference is observed in emotional maturity related to locale and family type, but no difference was found among the students in relation to gender. Tiwari and Ojha (2014) found that adolescent girls possess a better emotional maturity than boys. Hence, it is quite significant to study the emotional maturity of higher secondary students to know about their various emotional patterns at this stage.

Objectives of the study:

The Objectives of the present study are given as follows-

1. To find out the levels of Emotional Maturity of students.
2. To study the different levels of Emotional Maturity of male and female students.

Methodology and design of the study:

Area of the Study:

The area of the present study covers Kokrajhar District. It is one of the twenty-seventh districts of Assam. It is also the capital of Bodoland Territorial Region.

Method:

To conduct the present study Descriptive Survey Method was adopted.

Population and sample:

The population of the present study covers all the students studying Higher Secondary Final Year in the 34 institutions approved by Assam Higher Secondary Education Council (AHSEC) in Kokrajhar District. The population of the study covers 7853 Higher Secondary students of the academic session 2016-2017. To conduct the present study the investigator has selected Purposive Sampling Technique and 5% sample from the population was selected, which covers 392 students. Again, out of which 203 students were male and 189 students were female.

Tools:

The researcher had used the following standardized tool to collect the required data-

- i. Emotional Maturity Scale by Dr. Yashvir Singh (Agra) and Dr. Mahesh Bhargava (Agra).

Data Collection:

At first questionnaires were distributed among the higher secondary students. The students were simply directed to give tick marks on the option (one among four) which they thought as a correct response for the given statement.

Delimitation of the study:

The study is limited to the following grounds-

- The findings of the study are limited to the Kokrajhar District in Assam only.

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- The present study is limited to the Higher Secondary Final Year students (Class XII) who were enrolled during the academic session 2016-2017 only.
- Institutions approved by Assam Higher Secondary Education Council (AHSEC) are only selected for this study.

Analysis and interpretation:

The collected data can be analyzed on the basis of the selected objectives as follows:

1. Levels of Emotional Maturity of the Higher Secondary students:

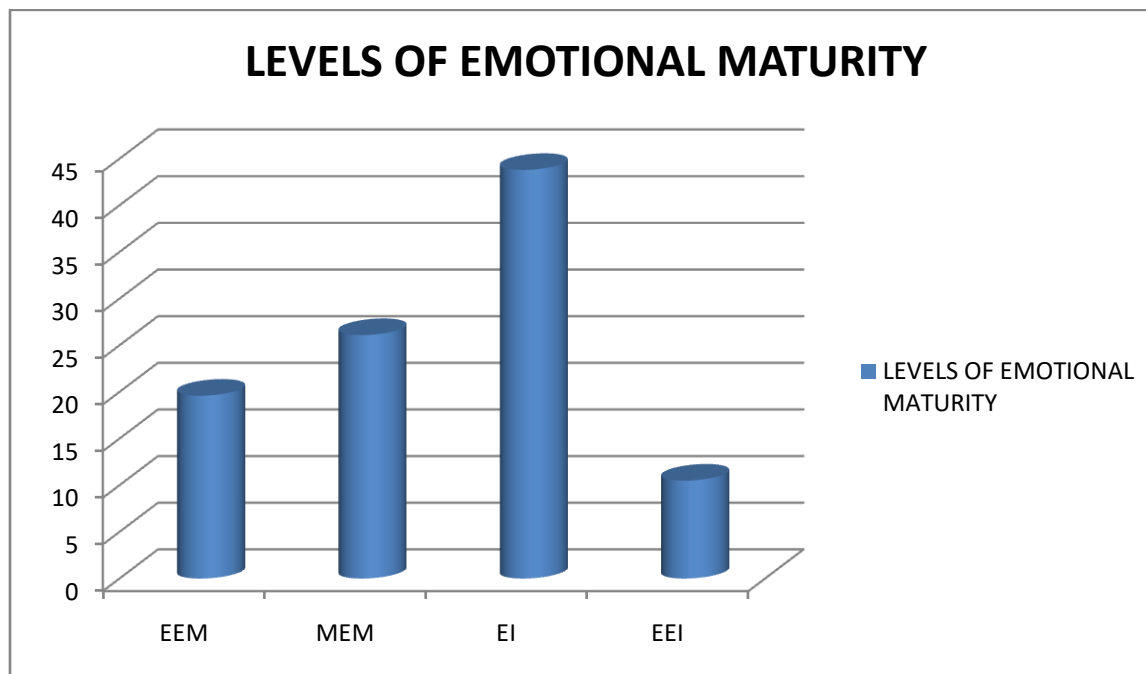
To find out the different levels of Emotional Maturity of the higher secondary students a standardized Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bharagava was used by the investigator. The scale includes 48 test items, each having 5 responses ranging from minimum to maximum level of Emotional Maturity. Here, the levels of Emotional Maturity were divided under four categories viz. Extremely Emotionally Mature (EEM), Moderately Emotionally Mature (MEM), Emotionally Immature (EI) and Extremely Emotionally Immature (EEI). The collected data is shown with the help of the following table:

Table 1: Levels of Emotional Maturity among the Higher Secondary students

Levels of Emotional Maturity	Frequency	Percentage
Extremely Emotionally Mature (EEM)	77	19.6
Moderately Emotionally Mature (MEM)	102	26.1
Emotionally Immature (EI)	172	43.8
Extremely Emotionally Immature (EEI)	41	10.5
Total	392	100

The table clearly shows that majority of the higher secondary students fall under the Emotionally Immature (43.33%) category, 10.5% students are Extremely Emotionally Immature, 26.1% covers the category of Moderately Emotional Maturity and 19.6% students fall under the Extremely Emotionally Mature category. It indicates that students of Higher Secondary level are not emotionally stable or balanced. Their actions and reactions are very much influenced by their emotions. This can be also shown with the help of the following graphical representation:

Fig. 1: LEVELS OF EMOTIONAL MATURITY



2. Emotional Maturity of the Higher Secondary students in relation to gender

The study was also conducted to understand the difference between male and female students regarding Emotional Maturity. The data was collected from different schools considering the number of male and female students from each area. The collected data is tabulated as follows:

Table 2: Levels of Emotional Maturity on the basis of Gender

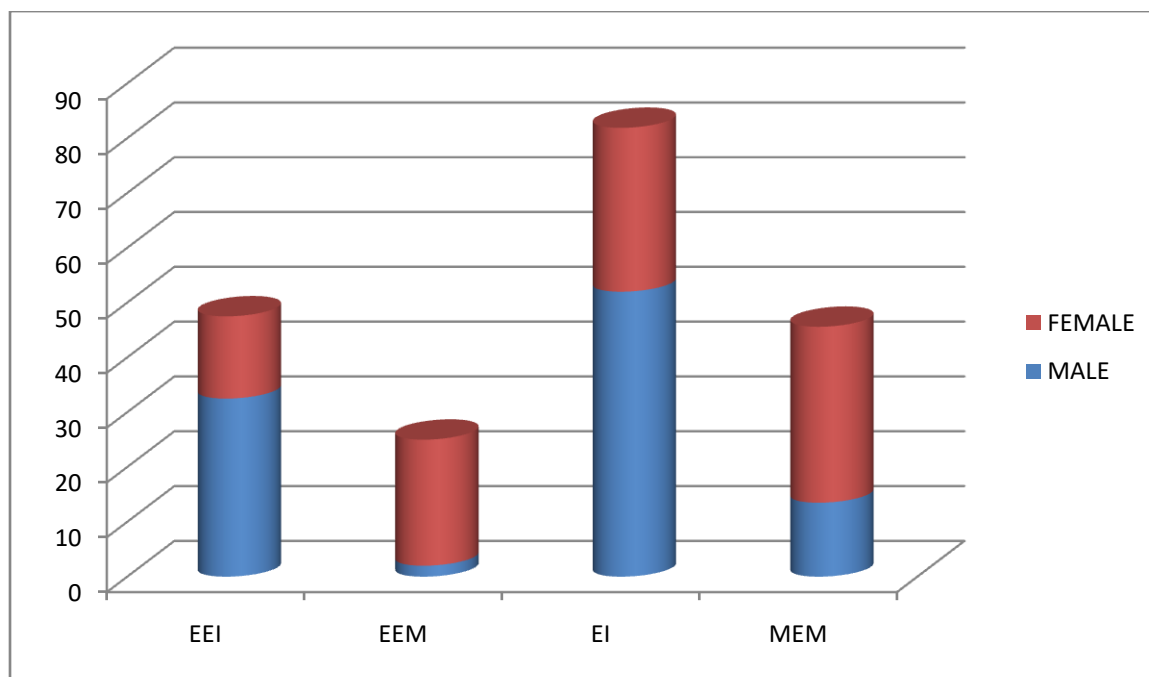
Gender	Levels of Emotional Maturity				Total
	EEI	EEM	EI	MEM	
Female	29 (15%)	44 (23%)	56 (29.9%)	60 (32.1%)	189
Male	66 (32.5%)	4 (2%)	106 (52%)	27 (13.5%)	203
TOTAL	95	48	162	87	392

The table shows that female students score highest in case of having more emotional maturity than male students. 23% females cover EEM category whereas only 2% male students possess the same. Again, in case of EI or Emotional Immaturity males score much higher (52%) than

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female students (29.9%). Regarding MEM, females cover 32.1% whereas males cover only 13.5%. Finally, regarding Extremely Emotionally Immature (EEI) category males cover 32.5% and females cover only 15%. Thus, it is clearly observed from the findings that regarding the categories of emotional immaturity males score higher than the females. Again, related to the categories of emotional maturity females perform better than male students. These findings can also be shown with the following graphical representation of data:

Fig. 2: LEVELS OF EMOTIONAL MATURITY ON THE BASIS OF GENDER



Findings of the study:

The findings of the study can be mentioned more precisely as follows:

1. Levels of Emotional Maturity of the Higher Secondary students

- Highest number of students (43.8%) falls under the category of Emotionally Immature.
- Only 10.5% students fall under the category of Extremely Emotionally Immature.
- 26.1% higher secondary students are Moderately Emotionally Mature.
- 19.6% covers the level of Extremely Emotionally Mature.

2. Emotional Maturity in relation to gender

- Majority of the male students (52%) are Emotionally Immature.
- Only 2% male students cover the EEM category.
- Regarding MEM, females cover 32.1% whereas males cover only 13.5%.

- Regarding Extremely Emotionally Immature (EEI) category males cover 32.5% and females cover only 15%.

Conclusion:

The present study depicts a clear image of 'emotional maturity' of higher secondary students in Kokrajhar district. The study reveals that the highest number of students is emotionally immature (EI). There is a significant difference in the emotional maturity between male and female students whereas. Females are found more emotionally mature than males. Modern education must construct its curriculum keeping in mind that emotions of higher secondary students are not stable. It changes frequently and shows immature actions and reactions time to time.

References

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