

# Periodic Research

## A Study of Emotional Maturity in Relation to Government and Private Secondary School Students



**Rajni Mahendra**

Former Research Scholar,  
Deptt.of Education,  
Chaudhary Devi Lal University,



**Ravindra Kumar Thakur**

Research Scholar,  
Department of Education  
Indira Gandhi National Tribal  
University, Amarkantak,  
Madhya Pradesh

### Abstract

The present study investigated the emotional maturity of secondary school students in relation to self-concept in Sirsa district of Haryana. Researcher considered the sample of 150 Students comprising of 75 students from government school and 75 students from private schools of the district. Researcher selected the schools randomly from the same district. The first objective of the study was to compare the emotional maturity of government and private secondary school students. The second objective of the study was to compare the emotional maturity of government girls and private girls' secondary school students. The third objective of the study was to compare the emotional maturity of government boys and private boys' secondary school students. The descriptive survey method was used for data collection using Emotional Maturity Scale developed by *Dr. Yashvir Singh and Dr. Mahesh Bhargava*.

**Keywords:** Emotional Maturity, Secondary School Students.

### Introduction

Emotional pressure is one of the emerging issues in the country like India. It is increasing day by day at adolescent stage and affected by various factors. Emotions by nature enable the organism to cope up with circumstances which demand the strong efforts for survival. Emotions have strong link with urges, needs and interests. Emotional maturity is the effective determinant of personality pattern as well it also helps to control the growth of an adolescent's development. On the other hand a person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned (Singh 1990). The youth as well as children of today are facing difficulties in life and these difficulties create many problems in the form of tension, frustration and emotional upsets. In this regard the study of emotional life and emotional maturity is now emerging in the psychology, education and other fields of social science. Adolescence is one of the important periods of life and it is characterized by enumerable and unique problems with the demand of globalization, the nature and the numbers of challenges have become still move compared to the years. Family, which plays an important role in the personality development of adolescents, is undergoing structural emotional and interaction transformation. As it is well researched that the person who is emotionally stable will have better adjustment with himself as well as with others. For having more satisfaction in life and have a balanced attitude it is important to be an emotionally mature. As per the education of the adolescence is concerned it is affected by the maturity level because during the period of adolescence, physical, emotional, psychological, cultural, intellectual and socio behavioral changes occur in life. In this way Suddenness of these changes results in anxieties and causes confusion and unrest among them

### Emotional Maturity

The words emotional means relating to emotion," dominated by or prone to emotion, "appealing to or arousing emotion and markedly aroused or agitated in feelings or sensibilities." Emotions are the complex state of mind. These are not only the feelings or state of mind but also refer to how people act and react. Emotions are said to be the springs of actions. Like smell in the flower, emotion is present in every activity of human beings. As emotions play central role in the life of an individual one is expected to have higher emotional maturity in order to lead an effective life and It is

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also that our behavior is constantly influenced by the emotional maturity level emotional in their dealings need to be studied.

#### **Review of Literature**

Emotional maturity level of the senior secondary school students (boys and girls) of the Chandigarh is almost same. There found no significance difference in between (Anju, 2000). Study conducted by Kauri (2001) found that there is relationship between emotional maturity and parental encouragement. Boys and girls did not differ significantly in their emotional maturity. The relationship between various factors of emotional maturity i.e. disintegration, lack of independence and parental encouragement was found to be significant and negative in adolescents. Gosh (2003) studied "Differentials in academic achievement, self-conception and emotional maturity of male and female adolescents. It was that there is no significant difference between the emotional maturity level of male and female adolescents. Ronald E. McNairs (2004) in his study on "learning pace of school children in regard to emotional maturity" found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want. The family environment plays a crucial role in emotional maturity (Prabhjot 2004). Peter Lichtenberg (2005) argued that man has ability to work with others who has emotional maturity and stability. He focused on ageing as well as personality and emotional maturity across life span in his study.

Dharamvir et al. (2011) a study by the data obtained was analyzed statistically and the study reveals that there is no significant difference in anxiety & emotional maturity among adolescents' girls and boys studying from co-educational and uni-educational schools. Ritu Singh (2013) studied that study revealed that girls scored significantly higher on the social adequacy component of social maturity whereas boys were observed score higher on the social adjustment component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both genders. Manjeet Kaur (2013) also supported that there is significant difference in various areas of emotional maturity of govt. and private school students; no significant difference in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh found. (S, Behera & B. Rangaiah, 2017) Emotional maturity level and self -esteem of the individual is inter-related to each other. A study was conducted on dancer's life satisfaction through the presence of self-esteem and emotional maturity. The result of the study revealed that the profession of traditional dance to develop dancers' emotional maturity which has direct relation to their self-esteem. The result of the current investigation indicates that the importance of traditional dance to help positively life instincts. Both emotional maturity and self-esteem are associated with life satisfaction.

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#### **Justification of the Study**

As the researches' conducted in the related area reveals that number of psychosocial factors influence self-concept and emotional maturity, emotional intelligence of govt. and private school students e.g. behavior, schools status, anxiety, popularity. As mentioned earlier male and female may affect psychosocial dimension of self-concept and emotional maturity and emotional intelligence. I would be interesting to find out whether emotional maturity is affected by gender and residential status of students. These types of students can better be understood by keeping these facts in mind, investigator has decided to plan and execute and proposed study. Emotional maturity and emotional intelligence is an important ingredient of modern civilization and is the essential attribute of the member of a progressive onward moving society. The quality of the nation depends upon the education imparted to its citizens. The aim of education is all around development of the individual and that all round development can be possible only by quality Education in which each and every aspect of child's is considered. Emotional maturity is also one of them which need to be addressed in a very effective way. This study correlates the emotional maturity and emotional intelligence which may lead to greater achievements for prosperous and bright future of secondary school students. It will also give information to create favorable environment for greater development which may also help in the development of child educational programme.

#### **Statement of the Problem**

*Emotional Maturity in relation to Government and Private Secondary School Students.*

#### **Objectives of the Study**

1. To compare the emotional maturity of government and private secondary school students.
2. To compare the emotional maturity of government girls and private girls secondary school students.
3. To compare the emotional maturity of government boys and private boys secondary school students.

#### **Hypotheses of the Study**

1. There is no significant difference between emotional maturity of government and private secondary school students.
2. There is no significant difference between emotional maturity of government girls and private girls secondary school students.
3. There is no significant difference between emotional maturity of government boys and private boys secondary school students.

#### **Delimitations of the Study**

1. The Study was delimited to 150 students only.
2. The Study was delimited to Sirsa district only.
3. The Study was delimited to 1 govt. and 1 private Secondary School.

#### **Methodology**

In the present study, descriptive survey method was used to study the emotional maturity in

relation to government and private secondary school students.

**Sample of the Study**

The sample is of small number of representative individuals from the population. This study is conducted on a sample of 150 Students, where 75 students from government and 75 students from private secondary school selected randomly from 1 Government and 1 Private secondary schools of Sirsa district of Haryana. The researcher used random sampling technique for sample selection.

**Tools Used**

In the present study following tools have been used by the researcher for data collection:

Emotional Maturity Scale (Dr. Yashvir Singh and Dr. Mahesh Bhargava).

**Statistical Techniques Used**

The obtained data was processed statistically to analyses the collected data:

T-ratio to compare the significance of the mean difference between variables.

**Analysis & Interpretation of Result**

The results have been reported and discussed under the following heads:

**Difference between Emotional Maturity of Govt. and Private Secondary School Students**

In order to find out the difference between emotional maturity of govt. and private secondary school students, the significance of difference between mean scores of emotional maturity govt. and private secondary school students is calculated as given in table 1.

**Table 1  
Comparison of Emotional Maturity of Government and Private Secondary School**

Secondary School Students	N	Mean	S.D.	t-value	Significant
Emotional Maturity Govt.	75	151.16	25.609	3.06	Significant
Emotional Maturity Private	75	166.33	32.166		

\* Significant at 0.05 level

It can be observed from the table 1 that mean scores of govt. and private emotional maturity groups are 151.16 and 166.33 with the respective standard deviations 25.609 and 32.166. The t-value is 3.06 which is significant at 0.05 level of significance. Therefore, the research hypothesis i.e. there is significant difference between govt. and private emotional maturity groups is rejected.

Thus, it depicts that both groups are different emotional maturity. Emotional maturity school are more satisfied with their emotional maturity private than govt. secondary school students.

**Difference between Emotional Maturity of Govt. Girls and Private Girls Secondary School Students**

In order to find out the difference between emotional maturity of govt. girls and private girls student, the significance of difference between mean

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scores of emotional maturity govt. girls and private girls' secondary school students is calculated as given in table 2.

**Table 2  
Comparison of Emotional Maturity of Govt. Girls and Private Girls' Secondary School Students**

Secondary School Students	N	Mean	S.D.	t-value	Significant
Emotional Maturity Govt. girls	40	148.742	32.208	.756	Not Significant
Emotional Maturity Private girls	35	154.914	29.221		

\* Significant at 0.05 level

It can be observed from the table 2 that mean scores of govt. girls and private girls emotional maturity secondary school students are 148.742 and 154.914 with the respective standard deviations 32.208 and 29.221. The t-value is .756 which is no significant at 0.05 level of significance. Therefore, the research hypothesis i.e. there is no significant difference between govt. girls and private girls' emotional maturity secondary school students is accepted.

Thus, it depicts that both groups are different emotional maturity. Emotional maturity secondary school students are more satisfied with their emotional maturity private girls than govt. girls' secondary school students.

**Difference between Emotional Maturity of Govt. Boys and Private Boys Secondary School Students**

In order to find out the difference between emotional maturity of govt. boys and private boys secondary school students, the significance of difference between mean scores of emotional maturity govt. boys and private boys' secondary school students is calculated as given in table 3.

**Table 3 Comparison of Emotional Maturity of Govt. Boys and Private Boys' Secondary School Students**

Secondary School Students	N	Mean	S.D.	t-value	Significant
Emotional Maturity Govt. boys	40	173.485	28.287	2.66	Significant
Emotional Maturity Private boys	35	154.542	28.576		

\* Significant at 0.05 level

It can be observed from the table 3 that mean scores of govt. boys and private boys emotional maturity secondary school students are 173.485 and 154.542 with the respective standard deviations 28.287 and 28.576. The t-value is 2.66 which is significant at 0.05 level of significance. Therefore, the research hypothesis i.e. there is no significant difference between govt. boys and private boys' emotional maturity secondary school students is rejected.

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Thus, it depicts that both groups are different emotional maturity. Govt. boys' secondary school students are more satisfied with their emotional maturity private boys than secondary school students.

#### Main Findings

1. After the interpretation of the scores of emotional maturity government and emotional maturity private of secondary school students. It is found that there is significant difference between emotional maturity government and emotional maturity private of secondary school students is rejected.
2. After the interpretation of the scores of emotional maturity government girls and emotional maturity private girls of secondary school students. It is found that there is no significant difference between emotional maturity government girls and emotional maturity private girls of secondary school students is accepted.
3. After the interpretation of the scores of emotional maturity government boys and emotional maturity private boys of secondary school students. It is found that there is significant difference between emotional maturity government boys and emotional maturity private boys of secondary school students is rejected.

#### Conclusion

Emotional maturity is the effective determinant of personality pattern as well it also helps to control the growth of an adolescent's development. On the other hand a person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned (Singh 1990). The youth as well as children of today are facing difficulties in life and these difficulties create many problems in the form of tension, frustration and emotional upsets. In this regard the study of emotional life and emotional maturity is now emerging in the psychology, education and other fields of social science. as per the result of the study regarding emotional maturity in government and private school students is concerned it indicates that emotional maturity level is different in both groups. It can be discussed here that there are almost different factors which are influential in emotional maturity in both the groups. It depicts that both groups are different emotional maturity. Along with this there is no significant difference between govt. girls and private girls' emotional maturity second it depicts that (govt. girls and private girls) both groups are different emotional maturity. Further the exploration of the

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study reveals that secondary private school girls are more satisfied with their emotional maturity than govt. girls' secondary school students. There needs an attention should be taken to take care of the emotional instability and emotional maturity in the govt.schools students. Even it can be addressed by creating the class room environment friendly and interactive.

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