



**A COMPARATIVE STUDY ON EMOTIONAL MATURITY OF SECONDARY
SCHOOL STUDENTS IN DHEMAJI DISTRICT OF ASSAM**

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Abstract: The present study investigated the emotional maturity of secondary school students in Dhemaji district of Assam. The study was conducted on a sample of 304 class-X Students by giving due representation to boys 152 and girls 152 as well as rural and urban localities of Dhemaji district. The 08 Government and Private secondary schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using Emotional Maturity Scale (M. Bhargava and Y. Singh 1990). The finding of the study reported that there exists a statistically high significant difference between government and private secondary school students with respect to their emotional maturity. Whereas students coming from rural and urban background did not show any difference's of emotional maturity for students of Dhemaji district.

Keywords: Emotional Maturity and Secondary School Student.

Introduction

Emotional maturity is the key to a happy and fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. In the present circumstance, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in the day-to-day life. Emotional Maturity is a measure of one's capacity to

create in a positive mental attitude. Emotional Maturity is the process of impulse control through the agency of self. Morgan (1924) stated the view that an adequate theory of Emotional Maturity must take an account of the full scope of the individual powers and his ability to enjoy the use of his powers. According to Walter D. Smithson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. Emotional Maturity actually is, “A process of readjustment, the infant learns under parental supervision what situations after permissible opportunities for emotional reactions and to what extent, so that primitive elemental psychological response that we call ‘emotion’ becomes patterned in accordance with approved from the expression and repression favoured by culture,” Frank (1963).

Review of Related Study

Aggarwal (2007) found significant correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents.

Singh, Rashee (2012) made a study on a comparative study of rural and urban senior secondary school students in relation to emotional maturity. She found no significant difference between rural and urban, male and female, rural male and rural female and urban male and urban female senior secondary school students in relation to emotional maturity.

Pranab et al., (2014) conducted a study on “A Comparative Study of Delinquency Prone and Non- Delinquency Prone Adolescents with regards to Self-Concept, Emotional Maturity and Academic Achievement in Assam”. This study is conducted on a sample of 500 adolescents comprised of 200 delinquencies prone and 300 non-delinquencies prone adolescents selected randomly from 12 secondary and higher secondary schools. The descriptive survey method is used for data collection using Lidhoo’s Delinquency Proneness Scale (1989), Self-concept Questionnaire (R.K. Saraswat), Emotional Maturity Scale (M. Bhargava and Y. Singh), and the Students Performance Record from the School. The study reported that delinquency prone adolescents have low self-concept, low emotional maturity and poor academic achievement than that of non-delinquency prone adolescents. Further, the study showed the positive co-relation among self-concept, emotional maturity and academic achievement. In another study conducted by **Pranab, Jadab and Soni (2015)** found that on

(i) there exists a highly statistically significant relationship about self-concept among adolescents with respect to their delinquency proneness. The level of self-concept is high among adolescents with non-delinquency proneness than that of those who has proneness to delinquency. Therefore, the null hypothesis formulated here is rejected; (ii) the self-concept of female adolescents who have proneness to delinquency is comparatively higher than male. Therefore, the null hypothesis is rejected; (iii) the level of self-concept is found better among male non-delinquency prone adolescents in comparison to female. So the null hypothesis is rejected; (iv) The non-delinquency prone male adolescents possess better self-concept than delinquency prone one. So, here also the null hypothesis is rejected; (v) the non-delinquency prone female adolescents possess better level of self-concept than delinquency proneness counterpart. Therefore, the null hypothesis is rejected; (vi) The delinquency prone adolescents possess a lower level of emotional maturity than non-delinquency prone counterpart. So, here also the null hypothesis is rejected; (vii) the emotional maturity of delinquency prone female adolescents is comparatively lower than male counterpart. Therefore, the null hypothesis is rejected; (viii) the level of emotional maturity is found better among female non-delinquency prone adolescents in comparison to male. So, the null hypothesis is rejected; (ix) the male delinquency prone adolescents have a lower level of emotional maturity than the male adolescents with non-delinquency proneness. So, the null hypothesis is rejected and (x) the female adolescents with non-delinquency proneness possess a better level of emotional maturity than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.

Dutta. Jadab (2016) conducted a study on “Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam”. This study is conducted on a sample of 1000 students comprised of 500 boys and 500 girls selected from 28 secondary schools who are studying in class-X students by giving due representation to boys and girls, rural and urban areas as well as government and private students of both the districts. The selected schools belong to the category of provincialized schools which are affiliated to SEBA i.e., Board of Secondary Education, Assam and controlled and supervised by the Department of Education, Government of Assam. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. . The descriptive survey method is used for data collection using Emotional Maturity Scale (EMS) developed by Dr Yashvir Singh (Agra) and Dr Mahesh Bhargava (Agra) 1984 and group test of mental ability was constructed and standardized by

Dr. S. S. Jalota. The study reported that except for emotional maturity the mean scores in academic achievement and intelligence is higher in case of students of Sonitpur than that of Lakhimpur district; female students were emotionally matured compared to the male students of Lakhimpur and Sonitpur district; urban area students are better academically, emotionally and mentally (intelligence) than rural area students; private school students are academically, emotionally as well as mentally better than the government school students; and There exists a statistically high significant difference between male/female and government/ private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference in case of emotional maturity for students of both the districts separately as well as taken together.

Need of the study

Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. It is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. The emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. This motivates the Investigators to conduct a comparative study on Emotional Maturity of Secondary School Students of Dhemaji District of Assam.

Statement of the Problem

The problem of the present study has been stated as follows:

“A Comparative Study on Emotional Maturity of Secondary School Students in Dhemaji District of Assam”

Objectives of the Study

The study is designed with the following objectives:

1. To study the emotional maturity of government and private secondary school students of Dhemaji district of Assam.

2. To compare rural and urban secondary school students in relation to emotional maturity of Dhemaji district of Assam.
3. To compare the gender differences between emotional maturities of secondary school students of Dhemaji district of Assam.

Hypotheses of the Study

The hypotheses are stated as under:

1. There is no significant mean difference in emotional maturity of government and private secondary school students of Dhemaji district of Assam.
2. There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of Dhemaji district of Assam.
3. There is no significant mean difference between male and female secondary school students in relation to emotional maturity of Dhemaji district of Assam.

Methodology of the Study

The Descriptive approach is used in the study. The present study is a comparative study on Emotional Maturity of Secondary School Students in Dhemaji District of Assam. Keeping in view the nature of study, the survey method was found to be more suitable.

Population of the Study

The population of the present study constitutes all the secondary school students studying in class X who are the emotionally mature of Dhemaji district of Assam.

Sample of the Study

The sample is of small number of representative individuals from the population. This study is conducted on a sample of 304 Students, 152 boys and 152 girls selected randomly from 08 Government and Private secondary schools of Dhemaji district of Assam. The final sample is selected randomly.

Tools Used

Emotional Maturity Scale by Singh and Bhargava (1990) was employed by the researcher for the purpose of data collection.

Statistical Techniques Used

In this study various statistical measures such as Mean, SD and t-test are used.

Result and Discussion

Collected data through above mentioned inventories were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

Hypothesis 1: There is no significant mean difference in emotional maturity of government and private secondary school students of Dhemaji district of Assam.

Table 1: Mean, Standard deviation and t-value of the government and private secondary school students.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Government	152	108.88	22.97	3.99	Significant
	Private	152	99.79	16.30		

It is found that the mean scores of both government and private students are 108.88 and 99.79 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 3.99. This was found to be highly significant. Hence hypothesis is rejected. This means that there is a great difference in emotional maturity of government and private secondary students of Dhemaji district.

Hypothesis 2: There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of Dhemaji district of Assam.

Table 2: Mean, Standard deviation and t-value of the rural and urban secondary school students.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Rural Students	152	114.48	20.18	-0.99	Not Significant
	Urban students	152	117.05	24.69		

It is found that the mean scores of both rural and urban students are 114.48 and 117.05 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (-0.99) is less than the table value 1.98 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that rural and urban secondary school students have similar level of emotional maturity.

Hypothesis 3: There is no significant mean difference between male and female secondary school students in relation to emotional maturity.

Table 3: Mean, Standard deviation and t-value of male and female government secondary school students.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	152	116.64	21.56	0.69	Not Significant
	Female	152	114.90	22.33		

It is found that the mean scores of government male and female students are 116.64 and 114.90 respectively. The computed t-value between their mean differences is 0.69 which is not found significant at 0.05 level. Hence the hypothesis is accepted. Therefore male and female students of government schools are found to have some level of emotional maturity.

Findings of the study

This study found that there exist a statistically high significant difference between government and private secondary school students with respect to their emotional maturity. Whereas students coming from rural and urban background did not show any difference's of emotional maturity for students of Dhemaji district.

Recommendations of the study

On the basis of the findings/results the following recommendations are proposed:

1. Conduct of guardians meetings in the school for the various development activities of students and schools. Parents, teachers and principals must be very particular in maintaining inter-personal relationship with the adolescents in order to channelize their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counselling and freedom of decision making in order to enhance the academic achievement, social and emotional adjustment in the society.
2. It is also suggested to parents to improve their relationship with their children. They need to spend time with children. They are also suggested to co-ordinate with teachers for the development of emotional maturity. Both teachers and parents can work in collaboration for the development of emotional maturity and better parent child relationship. This will help in the improvement in the mental health of adolescents. Good mental health of adolescents is key to their success in future.

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