



LEVEL OF EMOTIONAL MATURITY OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

It is necessary for teenagers to improve their social and emotional abilities in order for them to be successful in today's society throughout the course of their whole lives. It is essential for children to develop in a way that is suitable for their age in order for our society to continue living and flourishing, and for them to be able to lead a successful life on their own. The fundamental objective of this study endeavor is to investigate the ways in which the emotional and social development of students are related to one another. For the purpose of this study, a method of sampling at random was used. For the purpose of this research, the sample consisted of one hundred secondary school students from the Chandigarh region. According to the findings, there is a link that is statistically significant between the degrees of social and emotional maturity that students possess, and this association is larger for male students than it is for female students. As an additional point of interest, the findings demonstrated that female students had significantly better levels of social maturity in comparison to male students. There is a significant gender gap in the stages of emotional development that students go through.

Keywords: - Social Maturity, Emotional Maturity, school students.

INTRODUCTION

It is of the utmost importance that children get an education that encourages their whole development in order for them to develop into citizens of the future who are ideal, well-rounded, successful, and competitive. In the same way that every other aspect of being human is a part of the human experience, emotions are also an essential part of that experience. In light of the fact that, in the absence of feelings, a person is nothing more than a machine, it is of the highest significance that children be provided with the chance to develop their emotional intelligence. It is common knowledge that in the modern world, everyone is always competing with one another in an effort to achieve greater success. People that are ambitious are fighting with one another in today's cutthroat world, and this competition is only becoming more intense as time goes on.

On the other hand, at some point in the process, individuals come across the kind of annoyance that has the ability to do harm to their lives. The fact that there has not been adequate emotional development from the very beginning is the root cause of this misery. Because they are self-aware,

hopeful, patient, sympathetic, self-controlled, flexible, accountable, and so on, people who are emotionally mature are able to confront the complexity of life in a calm and adaptable way. This is because they are able to adjust to the situations that they find themselves in. If we do not deal with the complexities that we encounter in life in an appropriate way, it will be rather challenging for us to continue living. There is a tremendous degree of complexity in life. When this is taken into consideration, it is of the highest significance that children begin their emotional development at a young age and have a solid foundation. After that, and only after that, will they be able to confront the challenges that are going to unavoidably come their way in life, and even then, success will not be out of reach for them.

Life is like a trip; it is full of unexpected turns and twists. The years spent in adolescence are sometimes referred to as the "storm and stress period" due to the fact that they are one of the eras that are linked with life. From the age of fifteen to eighteen years old, the age range that is referred to as "adolescent" is considered to be the age range. Because this is the initial stage of a person's growth as an individual, they are naturally interested and want to know all there is to know. This is because they are at the beginning stages of their development. Modifications take occur on a number of different levels over the duration of adolescence, including the physical, mental, emotional, and social levels.

A child's protracted time of immaturity is unexpectedly disrupted during the teenage years, which leads in a period of fast behavioral change by the youngster. This occurs within the context of the child's development. Their emotions are considerably different from one another as a result of the changes that occur in them as they go through the stages of their development. Therefore, they are unable to make choices about their professional, academic, or personal lives because they lack the emotional maturity to regulate their emotions, which causes them to get easily upset. This prevents them from making decisions regarding their professions. Because of this, it is challenging for them to figure out what to do. A strong sense of direction is thus crucial for children, and they should also make an effort to grow emotionally and build a personality that is diverse and full. In addition, it is important for children to have a strong sense of purpose.

Determining the level of emotional maturity of secondary school students

Despite the fact that Asansol comprises a lot of rural regions, the sub-division is nonetheless recognized to be a department of the municipal corporation. Asansol is home to a large number of secondary schools, consisting of both public and private institutions. These schools may be found in both the urban and rural areas of the city. In the past, a number of research have been carried out on the subject; however, none of these studies have specifically concentrated on the Asansol region. All of the secondary school students in the Asansol area are being evaluated by the researchers who are conducting this study with the intention of determining the level of emotional maturity that is present among them. The emotional maturity of secondary school students who attend public and private schools, as well as those who attend schools where they are located in urban and rural areas, will be analyzed during the course of this research.

OBJECTIVE

1. To investigate the level of emotional development among students in secondary school.

2. Research the correlation between performance in the classroom.

METHODOLOGY

Tools Use: The following procedures were used in order to collect the data: (i) the Emotional Maturity Scale, which was created by Drs. Yashvir Singh and Mahesh Bhargava in the year 1990; and (ii) the academic achievement scores of the children who were selected for the sample were acquired by checking their records of eighth grade exam results.

Sample: This study's sample consists of four hundred ninth graders from eight different Chandigarh schools, four of which are public and four of which are private. The sample was collected during the course of this research. In public schools, there were two hundred students, one hundred males and one hundred females. In private schools, there were also two hundred students, one hundred males and one hundred females. For the purpose of gathering information, a technique that was not proportional and used stratified random sampling was utilized.

Collection of data: Following the receiving of permission from the administration of the school, the investigator went to the ninth grade in order to conduct interviews with the students. The examination was given to students ranging in age from thirteen to fifteen years old, and they came from four public schools and four private schools individually. The investigator took the time to get to know each student and explain the reasoning behind the study in order to facilitate the collection of a sample that was representative of the whole. Immediately before to administering the examination, the investigator went over the appropriate approach to answering each question and instructed the individuals to carefully read and fill out the instructions. In the event that an individual had questions or worries about a comment that did not make sense to them, they may ask for clarification or clarification. Later on, the investigator was able to get it. Consulting the children's school records, more especially looking at their test results from the eighth standard, allowed for the collection of information on the academic achievements of the children who were selected for the sample. The grading process was carried out in accordance with the criteria that were given in the manual once the data collecting was completed. Following the application of statistical processing to the data that was obtained, the results were generated.

Statistical technique: In order to conduct the analysis of the data, the following statistical techniques were utilized: the t-test, the Pearson product moment correlation, the standard deviation, and the mean.

RESULTS AND DISCUSSION

Table-I: Displaying Students' Levels of Emotional Maturity in Secondary School

Score s	Interpretation	No. of Student's	Percentage of students
50-80	Extremely Stable	53	13.25%

81-88	Moderately Stable	44	11%
89-106	Unstable	99	24.75%
107-240	Extremely Stable	204	51%

According to Table-I, out of a total of 400 students, 53 (13.25% of the total) are considered to be extremely stable, 44 (11% of the total) are categorised as moderately stable, 99 (24.75% of the total) are classified as unstable, and 204 (51% of the total) are classified as severely unstable. Based on the data shown in the table, it is clear that students in secondary schools exhibit a noticeable lack of consistency.

Table-II: Establishing a Correlation Between Students' Level of Emotional Development and Their Performance in the Classroom

N	ΣX	ΣY	r	Level
400	111.045	689.702	0.93	Significant

$$\Sigma X^2=13107.15; \Sigma Y^2=500101.11;$$

$$\Sigma XY=75515.19$$

As can be observed in Table-II, the value of the correlation coefficient is 0.93 between the two variables. It seems to imply that there is a significant connection between the level of emotional maturity that children have and the academic achievement that they achieve in secondary school.

Table-III: Displaying Results for Students' Emotional Maturity in Public and Private High Schools

Variable	Category	No.	Mean	S.D	Null hypoth. (reject/accept)
Emotional Maturity	Govt.	400	118.5 4	29.2 6	Reject
	Pvt.		103.5 4	24.2 9	

D.F.=398; t-*Calc*=5.563; t-*Tab*=1.97; significant at 0.05 level

The standard deviations of the emotional maturity scores of secondary school students attending public schools were 29.268 and 24.297, respectively, as shown in Table-III. The average emotional

maturity scores of students attending public schools were 118.545, while the scores of students attending private schools were 103.54. The table displays a t-value of 1.97 at the 0.05 level of significance along with a t-value of 2.59 at the 0.01 level of significance. There are 398 degrees of freedom inside the table. The t-value that was calculated (5.5637) is higher than the t-value that was tabulated (1.97), when the level of confidence is set at 0.05. Simply stated, the calculated t-value for emotional maturity scores is statistically significant at the 0.05 level of confidence when comparing students from public and private secondary schools. This is the case when comparing students from both types of schools.

The implication is that there is a significant gap between the emotional maturity of secondary school students who attend public schools and those who attend private boarding schools.

Figure-I: Level of Emotional Development among Secondary School Students in Public and Private Institutions

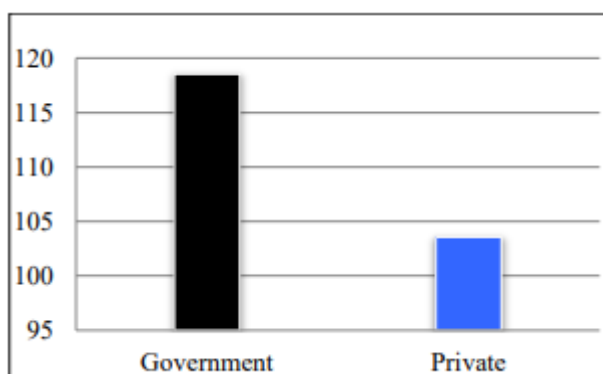


Table-IV: Evidence from Secondary School Students on Their Levels of Emotional Maturity

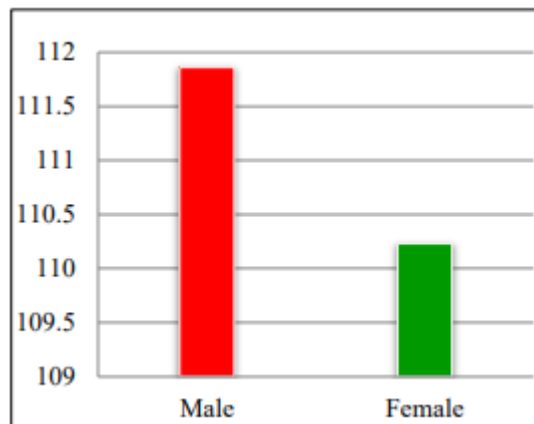
Variable	Category	Mean	S.D	Level of significance	Null hypoth. (reject/accept)
Emotional Maturity	M	111.86	27.900	Insignificant at 0.05 level	Accept
	F	110.23	27.934		

N=400; D.F.=398; t-*Calc*=0.5825; t-*Tab*=1.97

The emotional maturity scores of male and female students attending secondary school are 111.86 and 110.23, respectively, with a standard deviation of 27.900 and 27.934 respectively, as shown in Table-IV. The table displays a t-value of 1.97 at the 0.05 level of significance along with a t-value of 2.59 at the 0.01 level of significance. There are 398 degrees of freedom inside the table. When the tabular t-value (1.97) is compared to the calculated t-value (0.5825) at the 0.05 level of confidence, the findings are found to be less significant. The estimated t-value of the emotional maturity scores of male and female secondary school students is not significantly different at the

0.05 level of confidence, which means that the scores are not very different from one another. There is little evidence to imply that there is a detectable gender disparity in terms of emotional maturity among students in secondary school.

Figure-II: The Level of Emotional Development Among Secondary School Students, Both Male and Female



CONCLUSION

The current study's findings shed light on the connection between teenagers' social and emotional development, two crucial characteristics. There is a connection between emotional and social development. All three of these factors contribute to students' emotional and mental health by shaping their actions toward long-term sustainability. According to the results of the current research, there is a positive relationship between the stated levels of social and emotional maturity among secondary school pupils. Nonetheless, the current research did not discover any association between the emotional and social development of female pupils. found that when it came to the social maturity component measuring social adequacy, females scored far higher. looked studied the correlation between adolescents' social esteem and their emotional development. In addition to examining this difference, the current research discovered that female students exhibited higher levels of emotional and social maturity compared to their male counterparts. found that females exhibit more emotional stability compared to males. revealed that secondary school female students had higher levels of emotional maturity compared to their secondary school male counterparts. Because of their desire to integrate their relationships and act socially in life, women exhibit high levels of social and emotional maturity. Additionally, women are able to comprehend the issues and find solutions without difficulty. Because of these qualities, women are better equipped to make the proper choice no matter what.

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