



International Journal of Multidisciplinary Research and Development



IJMIRD 2014; 1(5): 195-198
www.allsubjectjournal.com
Received: 26-09-2014
Accepted: 07-10-2014
e-ISSN: 2349-4182
p-ISSN: 2349-5979
Impact Factor: 3.762

A.C. Lal Kumar
*Assistant Professor for M.Ed.,
G.E.T. College of Education,
Vidyasankara Puram Village,
Paradarami Post, Gudiyattam
Taluk, Vellore District, 632 603,
Tamil Nadu, India.*

A study of emotional maturity of higher secondary students

A.C. Lal Kumar

Abstract

Emotional maturity is the result of healthy emotional development. The term Emotional maturity essentially involves emotional control. According to this view, the emotionally mature person is able to hide his feelings such a person is not subject to swings in mood and can suffer in silence. When he does express emotion, he does so with moderation, decently and in good order. The study attempts to highlight the emotional maturity among the higher secondary students of Vellore District in the state of Tamil nadu. The descriptive survey method was employed for the present study. A random sampling technique was used for selection of sample. The sample consisted of 300 higher secondary students of government, private and aided. . The data was organized and statistically analysed by using Mean, SD, 't' test and 'F' test. In course of this analysis it was found that there was significant difference in emotional maturity among higher secondary students in respect of their locality of school.

Keywords: Emotional maturity, higher secondary students.

1. Introduction

Education is a process of enlightenment and empowerment for the attainment of a better and higher quality of life. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in humane life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. Emotional Maturity is the process of impulse control through the agency of 'self'. It is a process of readjustment, which is patterned in accordance with the approved expression and repression in their cultures. Arther J. Jersild, emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things to relate himself to others to love and to laugh to feel sorrow at the time of grief to show anger when thwarted and to show fear when there is occasion to be frightened without wearing any false mask.

2. Need and Importance of the Study

Students are the backbone of the educational process. Education is a process and acts also as an instrument to bring out the innate behaviour of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well-adjusted youth who will step forward when the adult generation passes on to retirement. The students of today are the youths of tomorrow and future citizens of the country, therefore it is the responsibility of teachers, society and government to see that they are physically, mentally, emotionally and educationally healthy. The needful steps taken at this period ensure a healthy democracy in the country. It is believed that the higher secondary students stage have got significant role in one's life. It is a period many questions may arise in their mind about their future. The development of the self-dependence among secondary students at this stage depend many reasons such as family, socio-economic status, mental health, school environment, emotional state, adjustment with course, teachers, students and so on. The investigator was interested in knowing the higher students Emotional Maturity of the students. The findings of the present study will give fruitful result for the development of the higher secondary students in their future Perspective. Hence, the present study has high need and importance of the hour.

3. Statement of the Problem

The investigator has taken up this study on the "A Study of Emotional Maturity of Higher Secondary Students".

Correspondence:

A.C. Lal Kumar
*Assistant Professor for M.Ed.,
G.E.T. College of Education,
Vidyasankara Puram Village,
Paradarami Post, Gudiyattam
Taluk, Vellore District, 632
603, Tamil Nadu, India.*

4. Objectives of the study

1. To find out the difference between male and female towards higher secondary students with respect to their emotional maturity.
2. To find out the difference between rural and urban towards higher secondary students with respect to their emotional maturity.
3. To find out the difference between type of management towards higher secondary students with respect to their emotional maturity.
4. To find out the difference between educated and uneducated towards higher secondary students with respect to their emotional maturity.
5. To find out the difference between nuclear and joint towards higher secondary students with respect to their emotional maturity.
6. To find out the difference between birth order towards higher secondary students with respect to their emotional maturity.

5. Hypotheses of the Study

1. There is no significant difference on the emotional maturity of higher Secondary Students with respect to gender.
2. There is no significant difference on the emotional maturity of higher Secondary Students with respect to locality of school.
3. There is no significant difference on emotional maturity of higher Secondary Students with respect to type of management.

4. There is no Significance difference on emotional maturity of higher Secondary Students with respect to parental qualification.
5. There is no Significance difference on emotional maturity of higher Secondary Students with respect to nature of the family.
6. There is no Significance difference on emotional maturity of higher Secondary Students with respect to birth order.

6. Sample

A stratified random sampling technique was adopted for the selection of samples. 300 higher secondary students was taken as sample for the study. The higher secondary students selected for this study is divided in to government, private and aided.

7. Data Analysis and Interpretation

The next steps in process o research, after the collection dates, are the organization, analysis and interpretation of data and formulation of conclusions and generalizations to get a meaningful picture out of the new information collected. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to be derived from the data. The total score of emotional maturity of higher secondary students was taken to find out the significance by each sub samples as well as total sample of the study. In the present study, the highest total score secured by a higher secondary students was 200 and lowest was 40.

Table 1: Showing the composition of the sample selected for the study

Variables	Categories	N	Percentage
Gender	Male	147	49.0
	Female	153	51.0
Locality of School	Rural	150	50.0
	Urban	150	50.0
Type of Management	Government	90	30.0
	Private	110	36.6
	Aided	100	33.3
Parental Qualification	Educated	161	53.6
	Uneducated	139	46.3
Type of the family	Nuclear	171	57.0
	Joint	129	43.0
Birth Order	1 st	110	36.6
	2 nd	110	36.6
	3 rd	80	26.6

8. Differential Analysis

Hypothesis-1: There is no significant difference on the

emotional maturity of higher Secondary Students with respect to gender

Table 2: “t” test value for the emotional maturity of higher secondary students on the basis of gender

Gender	N	Mean	SD	‘t’ Value	LS
Male	147	144.17	22.17	0.65	NS
Female	153	142.52	21.65		

In the table 2, the t- value is found to be 0.65, and it is less than the table value of 1.96. Hence it is not significant. Here null hypothesis is accepted and research hypothesis is

rejected. To sum up male and female do not differ significantly in their emotional maturity of higher secondary students.

Hypothesis-2: There is no significant difference on the emotional maturity of higher Secondary Students with

respect to locality of school.

Table 3: “t” test value for the emotional maturity of higher secondary students on the basis of locality of school.

Locality of School	N	Mean	SD	‘t’ Value	LS
Rural	150	140.19	22.47	2.50	S
Urban	150	146.26	21.90		

In the table 3, the t- value is found to be 2.50, and it is greater than the table value of 1.96. Hence it is significant. Here null hypothesis is rejected and research hypothesis is accepted. To sum up rural and urban differ significantly in

their emotional maturity of higher secondary students.

Hypothesis-3: There is no significant difference on the emotional maturity of higher Secondary Students with respect to type of management.

Table 4: “F” test value for the emotional maturity of higher secondary students on the basis of type of management

Group	Sum of Squares	df	Mean Squares	‘F’ Value	LS
Between Groups	859.593	2	429.797	0.89	NS
Within Groups	142362.737	297	479.336		
Total	143222.330	299			

In the table 4, the F- value is found to be 0.89, and it is less than the table value of 3.03. Hence it is not significant. Here null hypothesis is accepted and research hypothesis is rejected. To sum up government, private and aided do not differ significantly in their emotional maturity of higher secondary students.

Hypothesis-4: There is no significant difference on the emotional maturity of higher Secondary Students with respect to parental qualification

Table 5: “t” test value for the emotional maturity of higher secondary students on the basis of parental qualification

Parental Qualification	N	Mean	SD	‘t’ Value	LS
Educated	161	144.09	22.10	1.00	NS
Uneducated	139	142.44	22.67		

In the table 5, the t- value is found to be 1.00, and it is less than the table value of 1.96. Hence it is not significant. Here null hypothesis is accepted and research hypothesis is rejected. To sum up educated and uneducated do not differ significantly in their emotional maturity of higher secondary students.

Hypothesis-5: There is no significant difference on the emotional maturity of higher Secondary Students with respect to nature of the family

Table 6: “t” test value for the emotional maturity of higher secondary students on the basis of nature of the family

Nature of the family	N	Mean	SD	‘t’ Value	LS
Nuclear	171	142.22	21.34	0.64	NS
Joint	129	144.79	22.58		

In the table 6, the t- value is found to be 0.64, and it is less than the table value of 1.96. Hence it is not significant. Here null hypothesis is accepted and research hypothesis is rejected. To sum up nuclear and joint do not differ significantly in their emotional maturity of higher secondary students.

Hypothesis-6: There is no significant difference on the emotional maturity of higher Secondary Students with respect to birth order.

Table 7: “F” test value for the emotional maturity of higher secondary students on the basis of birth order

Group	Sum of Squares	df	Mean Squares	‘F’ Value	LS
Between Groups	1293.521	2	646.760	1.35	Not Significant
Within Groups	141928.809	297	477.875		
Total	143222.330	299			

In the table 7, the F- value is found to be 1.35, and it is less than the table value of 3.03. Hence it is not significant. Here null hypothesis is accepted and research hypothesis is rejected. To sum up 1st, 2nd and 3rd birth order do not differ significantly in their emotional maturity of higher secondary students.

9. Major Findings

1. It is found that male and female higher secondary students do not differ significantly in their emotional maturity.
2. It is found that locality of the school of rural and urban higher secondary students differ significantly in their emotional maturity.
3. It is found that sub samples of type of management of higher secondary students do not differ significantly in their emotional maturity.
4. It is found that parental qualification of educated and uneducated higher secondary students do not differ significantly in their emotional maturity.
5. It is found that nature of the family of nuclear and joint higher secondary students do not differ significantly in their emotional maturity.
6. It is found that sub samples of birth order of higher secondary students do not differ significantly in their emotional maturity.

10. Limitations

1. Data collection of this study restricted to Vellore District only.
2. Sample size confined to 300.
3. The study confines only higher secondary students, so accurate generalization is not given.

11. Suggestions for the Further Research

The following suggestions are given for further research

1. A similar study involving the higher secondary students of other Districts of Tamil nadu may be undertaken.
2. A similar study involving the students belonging to the other students may be taken up.
3. A similar study involving other psychological variables may be studied.
4. The present study could be undertaken at various states in India.

12. References

1. Best John W, Khan James V. Research in Education, Tenth Edition, New Delhi. Prentice Hall of India Private Ltd. 2008.
2. Bonnie Brinton, Martin Fujiki, Meet Me More. Than Half Way: Emotional Competence in Conversation Using AAC. Augmentative and Alternative Communication 2009; 18:73-77.
3. Garrett Henry, Wood worth RS. Statistics in Psychology and Education, Surjeet Publications Ltd, New Delhi, 2008.
4. Guilford JP, Fruchter B. Fundamental Statistics in Psychology and Education, New York; McGraw Hill 1978.
5. Singh Y, Bhargava M. Manual for Emotional Maturity Scale (EMS): Agra National Psychological Corporation, 1990.