

A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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Abstract

The present study is entitled as “A study on Emotional maturity of higher secondary students”. The values present an everyone of us may be found to have varying capacities and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Emotional maturity of higher secondary. The research type was a survey method, which consists of purposive sampling of 300 high school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The findings reveal that there is a significant difference between male and female higher secondary students in their Emotional Maturity.

Keywords: *Emotional Maturity, Higher Secondary Students, Descriptive, Survey Method and SPSS.*

Introduction

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional maturity was focused but due to the birth of concept emotional maturity, it is thought that total personality development of an individual symbolizes the integration of conventional maturity and emotional maturity. Emotional maturity speaks about empathy and relationships. It matters more than general maturity. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, emotional maturity got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every one of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day by day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot

where students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

Significance of the Study

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional maturity was focused but due to the birth of concept emotional maturity, it is thought that total personality development of an individual symbolizes the integration of conventional maturity and emotional maturity. Emotional maturity speaks about empathy and relationships. It matters more than general maturity. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, emotional maturity got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every one of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others. With this background the investigator coined entitled as on **'A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS'**.

Objectives of the Study

1. To find out the level of Emotional maturity of higher secondary students.
2. To find out the level of Emotional maturity of higher secondary students with respect to gender.
3. To find out the level of Emotional maturity of higher secondary students with respect to residence

Null Hypothesis

1. There is no significant difference in Emotional maturity of higher secondary students with respect to gender.

2. There is no significant difference in Emotional maturity of higher secondary students with respect to residence.

Delimitations

1. The emotional maturity consists for the study.
2. The study was limited only to higher secondary students in Virdhunagar.
3. The sample was limited to 300 higher secondary students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study is high school students in Virudhunagar district.

Sample for the Study

The sample size is 300 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool

Emotional maturity inventory prepared and validated by Mayer and Salovey (2012) adopted.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data

Objective: 1

To find out the level of Emotional maturity of higher secondary students with respect to gender.

Table 1 Level of Emotional Maturity of Higher Secondary Students with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	25	17.4	97	67.4	22	15.3
Female	21	13.5	106	67.9	29	18.6

It is inferred from the above table that, 17.4% of the male high school students have low, 67.4% of them have moderate and 15.3% of them have high level of Emotional maturity. 13.5% of the female high school students have low, 67.9% of them have moderate and 18.6% of them have high level of Emotional maturity.

Objective: 2

To find out the level of Emotional maturity of higher secondary students with respect to residence.

Table 2 Level of Emotional Maturity of Higher Secondary Students with Respect to Residence

Residence	Low		Moderate		High	
	No.	%	No.	%	No.	%
Day-scholar	29	21.8	82	61.7	22	16.5
Hosteller	17	10.2	121	72.5	29	17.4

It is inferred from the above table that, 21.8 % of the day-scholar high school students have low, 61.7% of them have moderate and 16.5% of them have high level of Emotional maturity. 10.2% of the hosteller high school students have low, 72.5% of them have moderate and 17.4% of them have high level of Emotional maturity.

Null Hypothesis: 1

There is no significant difference in Emotional maturity of higher secondary students with respect to gender

Table 3 Difference in Emotional Maturity of Higher Secondary Students with Respect to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	144	74.8958	15.06337	2.434	S
Female	156	77.2949	13.91690		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.434) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in Emotional maturity of higher secondary students with respect to gender.

Null Hypothesis: 2

There is no significant difference in Emotional maturity of higher secondary students with respect to residence.

Table 4 Difference in Emotional Maturity of Higher Secondary Students with Respect to Residence

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	133	74.2707	15.49542	2.006	S
Hosteller	167	77.6347	13.52524		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.006) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in Emotional maturity of higher secondary students with respect to residence.

Major Findings

Descriptive Analysis

1. 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Emotional maturity of higher secondary students.
2. 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Emotional maturity of higher secondary students.
3. 21.8% of the day-scholar students have low, 61.7% of them have moderate and 16.5% of them have high level of Emotional maturity of higher secondary students.
4. 10.2% of the hosteller students have low, 72.5% of them have moderate and 17.4% of them have high level of Emotional maturity of higher secondary students.

Inferential Analysis

1. There is a significant difference in Emotional maturity of higher secondary students with respect to gender.
2. There is a significant difference in Emotional maturity of higher secondary students with respect to residence.

Interpretation

1. The 't' test result shows that there is significant difference in Emotional maturity of higher secondary students with respect to gender. The mean values of female students are better than the male students in their environmental education. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also, they have to keep surrounding neatly so they female students have high level of environmental education.
2. The 't' test result shows that there is significant difference in Emotional maturity of higher secondary students with respect to residence. The mean values of hosteller students are better than the day-scholar students in their environmental education. This may be due to the fact that the hosteller may have participated in tree planting campaign in and around their schools and residential areas

Recommendations of the Study

1. The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counselling workers to enable underachieving students to attain standards of excellence in life according to their maturity level through emotional maturity training programme.
2. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in

turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.
2. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

Conclusion

In the present study, it is found that there is significant difference between male and female high school students in their emotional maturity. Female are better than male high school students in their emotional maturity. There is significant difference between rural and urban high school students in their emotional maturity. Urban students are better than rural students in their emotional maturity and also found that there is significant difference between nuclear and joint family high school students in their emotional maturity. Joint family students are better than nuclear family students in their emotional maturity.

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