

Emotional Maturity: A Comparative Study

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ABSTRACT

The ability of understanding and managing emotions is referred to as emotional maturity. Emotional development is one of the essential components of human growth and development. The present study has been done to examine the emotional maturity level among the high school students. Emotional Maturity Scale by Mahesh Bhargava and Yashvir Singh (1990) has been used for data collection. The study comprised of a small sample of 100 students of three High Schools, out of which 50 boys and 50 girls are randomly selected from Government and Private schools of Jammu city. T-test was used to compare the scores of two groups of secondary school students (male and female, government and private). After analysis of the results, it was found that all high school students have emotionally matured. The results revealed that there is no significant difference in emotional maturity of school students based on their gender, but reported significant difference in emotional maturity of government and private school students.

Key Words : Emotional maturity, Adolescents, Gender, Type of school

INTRODUCTION

Adolescence may be a period when the behaviour is comparatively influenced through the emotions. Emotions at some point of this time at stage fluctuate fairly often and quickly. It makes them moody. Generally they're terribly happy and at each alternative time they're terribly unhappy. Therefore there's loads of uncertainty in their emotional states. Adolescence is considered as beginning with the commencement of puberty, a quick spurt in physical increase in the midst of sexual maturation, and as ending when persons expect duties with humans anticipate responsibilities related to person lifestyles – marriage, entry into team of employees and quickly (Rice, 1992). Adolescence is a time where one can become disoriented and may lead to new discoveries also. It is transitional phase where identity issues become prevalent and are major concern for an individual. During adolescence, an individual is continuously seeking for an identity. With the passage of time, adolescents' self perception becomes more differentiated (Harter, 2006). According to Hockenbury and Hockenbery (2007), "An

emotion is a complicated psychological state that involves three distinct components: a subjective experience, a physiological response and a behavioral or expressive response".

Emotional maturity:

The capacity of an individual to tolerate stress and to adjust to the environment is regarded as emotional maturity (Cole, 1944). So anyone is regarded emotionally mature when he/she is not pushed around by means of external forces. Bessel (2004) viewed emotional maturity as these behavioral patterns that make appropriate changes in life. A healthful family atmosphere is essential for the general welfare of adolescents (Rawat and Singh, 2017). If the parents are no longer close with their children, or do not spend ample time with them, the children frequently seek refuge in their peers, they appear for solace and comfort in them, they want people who they can fall back upon. Peer group plays a very necessary function in adolescent stage. It is self-evident that as the child grows and reaches adolescent stage the bent in the direction of peer group is extra and significantly the

interaction with family members reduces. Adolescents sensitively co-corporates and responds with their peers (Rubin, Murkowski and Parker, 2006). The feelings which arise due to the interactions which are necessary for the survival of the individual are referred to as emotions (Compos *et al.*, 2004). Emotions are a state of being stirred or aroused in some way. The behavior of the adolescents gets influenced by their intense emotions and these emotions are caused due to their attempts to control unfamiliar situations (Leson and Ham, 1993). Controlling emotions is very important for the adolescents and they must identify the emotions which can cause them harm and which are good for them (Larson *et al.*, 1999). According to Smitson (1974), emotional maturity is “a procedure in which the personality is continually striving for increased feel of emotional health, both intra-psychically and intra personally.”

Review of literature:

Jain and Pasrija (2014) observed that students of private and government colleges are similar in their adjustment level and emotional maturity. Gakhar (2003) carried out a study on “Emotional maturity of students at secondary stage: self-concept and tutorial achievement”. The study used a pattern of 200 students of secondary stage, the study revealed: (i) there is significant distinction in the emotional maturity of students of government and private schools; (ii) there is significant distinction in the emotional maturity of college students who are hostellers and day scholars; and (iii) there is significant distinction in the emotional maturity of adolescents of working and non-working mothers and the academic achievement on self-concept. It was discovered a significant bad correlation as determined between self-concept and emotional maturity. There was once significant difference in the emotional maturity of boys and girls. Nelson (2005) in his study related to “Emotional Intelligence and Emotional Maturity” says that if we desire our adolescents to be emotionally mature, we must focus on their early childhood education, which influences certain degree of social and emotional maturity. Stephen (2002) performed a study associated to neuroticism and emotional maturity among college female students and determined that the people who scored greater neuroticism are having a low degree of emotional maturity. Shilpa (2012) has also carried out a study to examine the emotional maturity among adolescent primarily based on gender differences. It was once determined from the

study that emotional maturity amongst teenagers does no longer fluctuate due to gender differences. Stephen (2002) examined the neuroticism and emotional maturity among college female students and determined that the people who scored higher on neuroticism were having a low degree of maturity. Kaur (2001) reported insignificant difference in emotional maturity between boys and girls. Nanda and Chawla (2005) stated that familial variable; age had an influence on emotional maturity of urban adolescent girls. Arya (1984) discovered that boys and ladies of superior intelligence have higher emotional maturity. Subramanian and Veliappan (2013) performed a study on the emotional maturity of high school students with respect to gender and type of institution. The study published that the private students are more emotionally matured than government high school students and excessive schools girls are emotionally matured than high college boys. Richards *et al.* (2003) in contrast the emotional and behavioral development of intellectually proficient teens have considerably fewer depressive symptoms, a higher mindset towards teachers, higher self reliance and a larger experience of adequacy. It has also been revealed in the study of Mangal and Aminabhavi (2007) that the adolescent kids of employed mothers have greater emotional maturity than that of housewives. The effects indicate that students having less rating in emotional maturity scale ($m = 87.7$) have less scores in adjustment inventory ($m = 139.9$) also two it means that when emotional maturity is high the normal degree of adjustment is also appropriate enough. The obtained correlation between the two is 0.78 which means that the involved variables are highly correlated to every other.

Objectives:

1. To study the differences in emotional maturity between male and female students.
2. To study the differences in emotional maturity between government and private schools.

Hypotheses:

1. There will be significant differences between male and female students.
2. There will be significant differences between government and private schools.

METHODOLOGY

Sample description:

The sample of 100 high school students (50 boys

and 50 girls) have drawn from the population of students of 8th and 10th standards from three high schools of Jammu city. The sample contains equal number of male and female students as well as equal number of government and private schools. With the help of purposive sampling technique, three high schools were selected and through random sampling technique, school students were selected. The stratification has done based on their gender and their type of school *i.e.* government and private.

Tool:

Emotional Maturity Scale (EMS):

Scale developed by Singh and Bhargava (1990) has been used for measuring emotional maturity of adolescents. The scale comprised of five components viz., instability, emotional regression, social maladjustment, personality disintegration and lack independence. The scale consists of 10 items in each component except for the component *i.e.* lack of independence which has 8 items. The responses are scored from 5 to 1 (very much to never). Higher the score on the scale, lesser is the degree of emotional maturity and vice versa.

RESULTS AND DISCUSSION

The present study has been conducted to study Emotional Maturity among Government and Private and male and female school students. Test of significance (t test) was used to calculate the differences (if any) between two groups *i.e.*, between students of government and private schools and between male and female school students. All the calculations were done using SPSS and were repeated 2 times to ensure the reliability of the results obtained.

Table 1 indicates that the obtained 't' value of 1.257 between boys and girls in emotional maturity was found to be insignificant at 0.05 level of confidence. Therefore,

our hypothesis is rejected.

Table 2 indicates that the obtained 't' value of 0.049 between government and private schools in emotional maturity was found to be significant at 0.05 level of confidence which shows that there is significant difference in the emotional maturity among students in relation to type of school. Therefore, our hypothesis is accepted.

Results of the study indicate significant difference between the emotional maturity of government and private schools and also indicates insignificant difference between the emotional maturity of male and female school students. Hence first hypothesis - there will be significant difference between the emotional maturity of male and female students is rejected and the second hypothesis – there will be significant difference between the emotional maturity of government and private schools is accepted. Several researches like Kaur (2001) reported insignificant difference in emotional maturity between boys and girls, whereas some studies like Subramanian and Veliappan (2013) performed a study on the emotional maturity of high school students with respect to gender and type of institution and found significant differences. Present research finding also shows significantly higher emotional maturity among government and private schools. Similar findings have been reported by Gakhar (2003) in which significant distinction in the emotional maturity of students of government and private schools have been found. This study also reveals that the students belonging to government secondary schools are emotionally more mature as compared to those of private secondary schools.

Conclusion:

In the present study, it has been found that there is no significant difference in emotional maturity of school students with relation to their gender whereas significant

Table 1 : Shows difference between male and female students

Variable	Group	N	Mean	Sd	t-ratio	Significance
Emotional maturity	Boys	50	136.633	18.671	1.257	Insignificant
	Girls	50	130.531	10.549		

Table 2 : Shows difference between government and private schools.

Variable	N	Mean	Sd	t-ratio	Significance
Emotional maturity	Govt. school	108.6	11.84	0.049	Significant
	Private school	89.67	17.01		

differences have been found in relation to their type of school.

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