



IMPACT OF EMOTIONAL MATURITY IN SECONDARY SCHOOL STUDENTS

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NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a critical era in the human body's physical and mental development, marking the transition from childhood to maturity. Rapid changes in the overall dimensions of an individual's personality, such as physical, mental, emotional, social, and moral facets, characterize it. It is a time when adolescent unique needs must be attended to, protected, and met. Unmet needs throughout this phase have an impact on the person, family, community, society, and nation as a whole. A well-rounded, balanced, and entire life experience is what well-being refers to. It encompasses social, physical, mental, emotional, occupational, and spiritual well-being (Wilner, 2011).

Individuals' feelings of well-being are critical to their overall health, as they enable them to overcome obstacles and achieve their goals in life. Schooling should not only focus on academic achievement, but also on the whole well-being of the 'whole child.' The second point is that pupils with higher levels of happiness in school have better cognitive outcomes. As a result of their bad health, many students become disheartened and despondent. Furthermore, a person who likes their well-being is more focused, organized, and optimistic in their approach to their work.

To measure how successfully a student interacts with and functions within their environment, it focuses on areas linked to coping self, creative self, essential self, physical self and social self. Wellness promotes academic success by providing a healthy, safe learning and working environment. Emotionally mature students can cultivate health and authentic relationships with peer groups. Psychological wellbeing shows impact on an individual's emotional health and overall functioning. Academic achievement is important for successful and constructive development in their academics. These three verticals together shape young minds and enhances their overall growth. Therefore, the dimensions of emotional maturity are Self-knowledge, Self-confidence, and Acceptance of reality, Self-control, Social adjustment, consistency. In the psychological well-being, the dimensions are Satisfaction, Efficiency, Sociability, Mental health Interpersonal relations. Keeping these considerations in view, the present study focuses on *the Emotional maturity of secondary school students*.

OBJECTIVES OF THE STUDY

4. To find out the level of Emotional maturity of the secondary school students and classify them.
 1. To find out the Emotional maturity of the secondary school students in different dimensions.
 - a. Self-knowledge
 - b. Self confidence
 - c. Acceptance of reality
 - d. Self-control
 - e. Social adjustment
 - f. Consistency
 2. To find out the influence of the following variables on the Emotional maturity of the secondary school students.



1. Gender
2. Locality
3. Type of institutions
4. Medium of instruction
5. Siblings
6. Type of family

HYPOTHESES OF THE STUDY

Hypothesis 1: There would be no significant difference between boys and girls in their Emotional maturity.

Hypothesis 2: There would be no significant difference between rural and urban secondary school students in their Emotional maturity.

Hypothesis 3: There would be no significant difference between government and private the secondary school students in their Emotional maturity.

Hypothesis 4: There would be no significant difference between Telugu and English medium in their Emotional maturity.

Hypothesis 5: There would be no significant difference between one sibling and more than one sibling in their Emotional maturity

Hypothesis 6: There would be no significant difference between nuclear and joint family in their Emotional maturity

VARIABLES OF THE STUDY

As the name implies, a variable is anything that changes. Variable refers to measurable characteristics of objects, events, things, and beings. In other words, variables are characters or candidates that the experimenter or investigator can modify, control, or watch. Variables are a prerequisite for doing worthwhile comparative research. The following variables are taken into account in this study.

DEPENDENT VARIABLES

Emotional maturity

INDEPENDENT VARIABLES

1. **Gender** : Boys /Girls
2. **Residential Area** : Rural /Urban
3. **Management** : Government /Private
4. **Medium of Instruction** : Telugu /English
5. **Number of sibling** : One /More than one

GEOGRAPHICAL AREA OF THE STUDY

Out of the 26 districts in the state of Narasaraopet, Palnadu District, Andhra Pradesh is convenience selected for this study.

POPULATION FOR THE STUDY

The population for the study consisted of adolescents studying in the 9th class in high schools in the palanadu district. As per the information received by the Andhra Pradesh government from the 9 class population.

SAMPLE METHOD (RANDOM SAMPLING METHOD)



A sample is a subset of a population that has been chosen for observation and investigation. We can make inferences about the features of the population by looking at the qualities of the sample. The investigator randomly chose 200 secondary school students from rural and urban schools in Narasaraopet, Palnadu District, Andhra Pradesh for the current study. The researcher utilized a random sampling method. The process of picking a sample from a population is known as sampling. The population is divided into a number of segments called sample units for this purpose.

TOOLS OF THE STUDY

For the successful completion of the investigation, we need certain tools for gathering sample data that depend upon the study's objectives, the availability of suitable tests, and the personal competency of the investigator to administer these tools. Keeping in view the purpose of the investigation, the following research tools were used to collect the sample data.

1. **The Emotional Maturity scale:** Standardized by Yashvir Singh (2011)

MAJOR FINDINGS

Findings related to Emotional maturity, of secondary school students.

FINDINGS ON EMOTIONAL MATURITY:

1. The results are shown in Table 4.1. The whole sample of emotional maturity shows that secondary school pupils have a high level of emotional maturity.
2. 94 (11.75 %) students whose scores are less than 125.48 [Mean -1 SD = 125.45] are considered to be having low emotional maturity. There are 241 (30.125%) respondents whose scores are above 149.76 [Mean +1 SD = 149.76], and they are considered to be in the high emotional maturity group. On the other hand, the remaining 465 (58.125 %) students are accommodated in the moderate emotional maturity group.
3. The researcher found different dimensions, i.e. Self-knowledge upto 83.78%, Self-confidence upto 84.34%, Acceptance of reality upto 76.20%, Self Control upto 85.56%, Social adjustment upto 81.59% and Consistency upto 50.16%.
4. The gender of the Secondary School Students does not make a significant difference in their levels of emotional maturity. There is no significant impact of gender on their emotional maturity.
5. The locality, namely rural or urban, of secondary school students makes a significant difference in their levels of emotional maturity.
6. The type of institute, namely Government and Private secondary school students, makes a significant difference in their levels of emotional maturity.
7. The Medium of instruction, namely English medium and Telugu medium secondary school students, makes no significant difference in their levels of emotional maturity.
8. The no of siblings, namely one sibling and more than one sibling of secondary school students, makes a significant difference in their levels of emotional maturity.

Educational implications

- 1) Adolescents' emotional development and psychological well-being in the 14–16 age range play a critical influence in their lives and occupations.
- 2) It's understandable that if the causes of adolescent emotional disturbances could be reliably identified and remedial measures tested and implemented in real-life situations, it would not only relieve adolescents of their erratic behaviors that cause unnecessary anxiety and stress at



home, in their peer groups, at school, and in society, but it would also assist them in becoming more aware of their responsibilities.

3) Despite the fact that the current study only included 200 adolescents from the Narasaraopet, Palnadu district of Andhra Pradesh, the findings have significant educational implications for parents, teachers, counselors, administrators, and others. At home and at school, parents and teachers have an important role in influencing and fostering emotional maturity.

4) They may be able to direct an adolescent's energy in a positive direction. Parents should be aware of the changes that a teenager is going through and the pressures that he is under because they were once in the same situation, and they should act as facilitators in assisting them in dealing with such situations.

5) They should create such an environment at home so that the child develops into an adult who is responsible and mature, capable of handling difficulties with calm and maturity.

6) According to the findings of the current study, increased parental control can stifle children's independence, as youngsters of this age crave independence and the opportunity to explore the world.

7) Parents should provide more rewards, nurturing, and permissiveness to their children, as well as allow the adolescent to openly voice his or her opinions. There should be possibilities available without parental involvement that may aid in the child's normal growth. Punishment, denial of privileges, rejection, and other elements that can generate stress and dissatisfaction in adolescents should be avoided by parents.

8) This means that parents' conditional love for their children, as well as imposing punishments on them by isolating them from their loved ones or placing their (parents') expectations on them to conform with their behaviours, are actually harmful to a child's harmonious growth.

9) Parents that are democratic in their interactions with their children and give them reasonable latitude can help them become emotionally mature. The outcomes of this study can also help counselors, school administrators, or teachers who deal with adolescent issues including violence, despair, or drug usage.

10) While the family environment obviously plays a part, adolescent emotional maturity is also determined by their self-esteem, which is a sense of personal worth influenced by performance and talents.

11) No matter how brilliant they are at something, teachers may assist their pupils grow up to be more mature as long as they show that they care about their emotional growth.

12) Parents can help their children develop emotional maturity and psychological well-being by encouraging them to participate in extracurricular activities that match their interests.

13) Similarly, mental health has been found to be positively connected with emotional maturity, with an increase in mental health leading to an increase in emotional maturity, therefore teachers and counselors can emphasize the need of creating a favorable atmosphere for excellent mental health.

14) Students should participate in activities that help them develop mature thinking skills.

15) The current study has provided a clear picture of the existing situation and aids in identifying the elements that contribute to teenage difficulties and how they might be helped.

SUGGESTIONS FOR FURTHER RESEARCH

The current study reopens many topics and places for further investigation. The following is a summary of the suggestions:



- 1) The present study is conducted on students of grade IX, and similar studies can be conducted at other levels as well.
- 2) The present study was confined to Andhra Pradesh state only. Similar studies can be conducted in other states of our country.
- 3) In the present study cross sections that have been investigated are male/female, rural urban. Many other cross sectional comparisons of various other categories of students like poor/ rich studying in government/private schools may be carried out.
- 4) This study is confined only to State Board schools, and therefore there is a need to generalize this study by taking a sample from schools affiliated with other boards to corroborate the findings of the study.
- 5) In the present study, certain variables such as type of school, academic achievement, and gender have been taken. Other variables such as economic condition, social background, and anxiety can also be taken. It can also be conducted in different communities, such as minority communities.
- 6) The relationship between family members and friends and its effect on a person's emotional maturity could be explored.
- 7) A study on the emotional maturity and personality of students at various levels could be conducted.
- 8) A study may be conducted to see whether it is possible to enhance emotional maturity and psychological well-being in relation to academic achievement through some training programs. Hence, experimental studies may be taken up to evaluate the effectiveness of such training programs.

CONCLUSION

The researcher has sought to pinpoint the findings of the research study in this chapter. As a result of the data analysis and interpretation, the findings have been presented, and findings, recommendations for future research have been made. Hence the current study concludes that the emotional maturity of students is influenced by their location, type of school, and parent's annual income. Furthermore, there is no substantial difference in emotional maturity between boys and girls among students attending, government and private schools, and male and female students differ in emotional maturity.

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