

A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur District of Assam

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Abstract: *The present study investigated the emotional maturity of secondary school students in Lakhimpur district of Assam. The study was conducted on five hundred class-X students by giving due representation to boys (250) and girls (250) as well as rural and urban localities of Lakhimpur district. The 20 Government and Private secondary schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using Emotional Maturity Scale (M. Bhargava and Y. Singh, 1990). The finding of the study reported that there was not any significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls school students; and there is no significant difference between in the emotional maturity level of rural and urban secondary school students of Lakhimpur district of Assam.*

Keywords: Emotion, Maturity and Secondary School Student

1. Introduction

Education is a man making process according to Swami Vivekananda. Whatever sober the human mind, nurture the human mind, nourish the human mind, sooth the human mind will be accounted the real purpose of education. Education is a means to maintain the mental equilibrium. Maintenance of Emotions is the end product of the education. Emotional maturity is the key to a happy and fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. In the present circumstance, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in the day-to-day life. Emotional Maturity is a measure of one's capacity to create in a positive mental attitude. Emotional Maturity is the process of impulse control through the agency of self. Morgan (1924) stated the view that an adequate theory of Emotional Maturity must take an account of the full scope of the individual powers and his ability to enjoy the use of his powers. According to Walter D. Smithson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. Emotional Maturity actually is, "A process of readjustment, the infant learns under parental supervision what situations after permissible opportunities for emotional reactions and to what extent, so that primitive elemental psychological response that we call 'emotion' becomes patterned in accordance with approved from the expression and repression favoured by culture," Frank (1963).

2. Review of Related Study

Sabapathy (1986) conducted a Study on the "Relationship of Manifest Anxiety Emotional Maturity and Social Maturity of standard X Students to their Academic Achievement". The study used a sample of 574 boys and 531 girls selected from

private aided, private unaided, corporation and government schools which was based on the stratified proportionate random sampling technique. Students were selected from both Kannada and English medium schools. In his study he found that manifest anxiety was negatively and significantly related to achievement in mathematics, achievement in general science, achievement in social studies and total academic achievement. Emotional maturity was positively and significantly related to achievement in mathematics, achievement in general science, achievement in social studies, and total academic achievement. Social maturity was significantly and positively related to achievement in general science only, but not to achievement in mathematics or total academic achievement. Girls were higher achievers in mathematics, general science and social studies when compared to boys. Students from English medium schools scored higher in all areas of academic achievement over students from Kannada medium schools. Students from private schools scored higher than students from government schools. Emotional maturity, socioeconomic status and social maturity turned out to be significant predictors of total academic achievement.

Aggarwal (2007) found significant correlation between emotional stability, overall adjustment, and academic achievement, intelligence measures of mental health and social maturity of adolescents. Findings indicated no significant correlation between autonomy, security-insecurity, self-concept measure of mental health and social maturity of adolescents.

Surjit Singh, and Parveen Thukral, (2011) conducted a study on "Emotional Maturity and Academic Achievement of High School Students". The objectives of the study were: 1. To investigate the relationship of emotional maturity with academic Achievement of high school students; and 2. To see the sex and regional difference on the basis of their emotional maturity. The sample comprised of 400 students of class X, out of them 200 were boys (100 rural and 100

urban) and 200 were girls (100 rural and 100 urban). The sample was collected by using multi-stage random sampling technique. The tool used was Emotional Maturity Scale(EMS) developed by Singh and Bhargava(1990). The findings of the study were: 1. There exists no significant relationship between emotional maturity and academic achievement. 2. No significant differences were observed between boys and girls and rural and urban students on the basis of their emotional maturity.

Singh, Rashee (2012) made a study on a comparative study of rural and urban senior secondary school students in relation to emotional maturity. She found no significant difference between rural and urban, male and female, rural male and rural female and urban male and urban female senior secondary school students in relation to emotional maturity.

Sharma, Bharti (2012) made a study on the adjustment and emotional maturity among first year college students. The purpose of this study was to study the emotional maturity and adjustment levels during the first year of college with specific emphasis on each domain of adjustment to measure the importance of each domain to the student. The first year undergraduate students in this study were found to have low level of adjustment where social, emotional and educational areas are concerned. They were expected to encounter more adjustment related problems especially in the social and emotional context. The first year students were less emotionally mature and thus faced difficulty in adjusting emotionally to the changing demands of the environment than the final year undergraduates. Because of the familiarity with the surroundings, their integration is more into the social fabric of the college.

Rajakumar (2012) conducted "A study on Higher Secondary Students' Emotional Maturity and Achievement in economics in Tirunelveli District". The study used a sample of 1060 higher secondary students. The tool used to find out the Emotional Maturity was constructed and standardized by Emotional Maturity Scale Constructed and Validated by K.M.Roma Pal (1984). The Academic achievement in Economics was found out using the tool constructed by the investigator. The mean value of Emotional Maturity scores (136.53) indicates that the higher secondary students are having extremely unstable Emotional Maturity. The mean value of Achievement in Economics scores ($M=75.47$) indicated that the higher secondary students were having high Achievement in Economics. There was significant difference between male and female, Day scholar and Hostel staying Higher Secondary students with respect to their Emotional Maturity. There was no significant difference between rural and urban, Government and Aided Higher Secondary school students with respect to their Emotional Maturity. There was significant difference between male and female Higher Secondary students with respect to their Achievement in Economics. There was no significant difference between rural and urban, Day scholar and Hostel staying, Government and Aided Higher Secondary school students with respect to their Achievement in Economics.

Panimalar, Sasikumar and Parimala (2013) conducted "A Study on Emotional Maturity and Self-Concept at Higher

Secondary Level". The study attempted to analyze the various aspects of emotional maturity and self-concept among higher secondary students. In this study they found that there was a significant difference between male and female students of higher secondary course in respect to their Emotional Maturity and Self-Concept. It also found that there was no significant difference between rural and urban area residence students of higher secondary course in respect to their Emotional Maturity and Self-Concept. It was found that there was a significant difference between government and government aided school students of higher secondary course in respect to their Emotional Maturity and Self-Concept. It was found that there was no significant difference between parent's educational qualifications of higher secondary course students in respect to their Emotional Maturity and Self-Concept. It was found that there was no significant difference between parent's occupations of higher secondary course students in respect to their Emotional Maturity and Self-Concept. At last the findings in this study indicated a positive relationship between emotional maturity and self-concept.

Dutta, Jadab et al., (2014), conducted a study on "A Comparative Study of Delinquency Prone and Non-Delinquency Prone Adolescents with regards to Self-Concept, Emotional Maturity and Academic Achievement in Assam". This study is conducted on a sample of 500 adolescents comprised of 200 delinquency prone and 300 non-delinquency prone adolescents selected randomly from 12 secondary and higher secondary schools. The descriptive survey method is used for data collection using Lidhoo's Delinquency Proneness Scale (1989), Self-concept Questionnaire (R.K. Saraswat), Emotional Maturity Scale (M. Bhargava and Y. Singh), and the Students Performance Record from the School. The study reported that delinquency prone adolescents have low self-concept, low emotional maturity and poor academic achievement than that of non-delinquency prone adolescents. Further, the study showed the positive co-relation among self-concept, emotional maturity and academic achievement. In another study conducted by Pranab, Jadab and Soni(2015) found that on (i) there exists a highly statistically significant relationship about self-concept among adolescents with respect to their delinquency proneness. The level of self-concept is high among adolescents with non-delinquency proneness than that of those who has proneness to delinquency. Therefore, the null hypothesis formulated here is rejected; (ii) the self-concept of female adolescents who have proneness to delinquency is comparatively higher than male. Therefore, the null hypothesis is rejected; (iii) the level of self-concept is found better among male non-delinquency prone adolescents in comparison to female. So the null hypothesis is rejected; (iv) The non-delinquency prone male adolescents possess better self-concept than delinquency prone one. So, here also the null hypothesis is rejected; (v) the non-delinquency prone female adolescents possess better level of self-concept than delinquency proneness counterpart. Therefore, the null hypothesis is rejected; (vi) The delinquency prone adolescents possess a lower level of emotional maturity than non-delinquency prone counterpart. So, here also the null hypothesis is rejected; (vii) the emotional maturity of delinquency prone female adolescents is comparatively lower than male counterpart. Therefore, the null hypothesis is

rejected;(viii)the level of emotional maturity is found better among female non-delinquency prone adolescents in comparison to male. So, the null hypothesis is rejected;(ix)the male delinquency prone adolescents have a lower level of emotional maturity than the male adolescents with non-delinquency proneness. So, the null hypothesis is rejected and (x)the female adolescents with non-delinquency proneness possess a better level of emotional maturity than delinquency proneness counterpart. Therefore, the null hypothesis is rejected.

Dutta. Jadab, Chetia. Pranab &Soni. J.C (2015), conducted a study on “A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam”. This study is conducted on a sample of 1000 Students, out of 1000 students 500 boys and 500 girls selected randomly from 32 Government and Private secondary schools of both districts of Assam. The descriptive survey method is used for data collection using Emotional Maturity Scale (M. Bhargava and Y. Singh (1990). The finding of the study reported that there are major differences in the emotional maturity of secondary school students of both districts whether they belong to rural and urban male/female, government and private male/female, rural male/female and private rural male/female secondary schools students. This study also showed that there is a no difference between urban male/female, private male/female and private urban male and female secondary students of both the districts on emotional maturity.

3. Need of the Study

Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. It is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. The emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action.This motivates the Investigator to conduct a comparative study on Emotional Maturity of Secondary School Students of Lakhimpur District of Assam.

3.1 Statement of the Problem

The problem of the present study has been stated as follows: **“A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur District of Assam”**

3.2 Objectives of the Study

The study is designed with the following objectives:

- 1) To study the emotional maturity of government and private secondary school students of Lakhimpur district of Assam.
- 2) To find out the difference between rural and urban secondary school students in relation to emotional maturity of Lakhimpur district of Assam.
- 3) To compare the gender differences between a. rural b. urban c. governmentd. private in relation to emotional maturity of secondary school students of Lakhimpur district of Assam.

3.3 Hypotheses of the Study

The hypotheses are stated as under:

- 1) There is no significant mean difference in emotional maturity of government and private secondary school students of Lakhimpur district of Assam.
- 2) There is no significant mean difference between ruraland urban secondary school students in relation to emotional maturity of Lakhimpur district of Assam.
- 3) There is no significant mean difference between male and female of government secondary school students in relation to emotional maturity.
- 4) There is no significant mean difference between male and female of ruralsecondary school students in relation to emotional maturity.
- 5) There is no significant mean difference between male and female of urbansecondary school students in relation to emotional maturity.
- 6) There is no significant mean difference betweenmale and female of privatesecondary school students in relation to emotional maturity.
- 7) There is no significant mean difference between rural male and female of privatesecondary school students in relation to emotional maturity.
- 8) There is no significant mean difference between urban male and female of privatesecondary school students in relation to emotional maturity.

3.4 Methodology of the Study

The Descriptive approach is used in the study. The present study is a comparative study on Emotional Maturity of Secondary School Students in Lakhimpur District of Assam. Keeping in view the nature of study, the survey method was found to be more suitable.

3.4.1 Population of the Study

The population of the present study constitutes all the secondary school students studying in class X who are the emotionally mature of Lakhimpur district of Assam.

3.4.2 Sample of the Study

The sample is of small number of representative individuals from the population. This study is conducted on a sample of 500 Students, 250 boys and 250 girls selected randomly from 20 Government and Private secondary schools of Lakhimpur district of Assam. The schools were selected using stratified random sampling technique.

3.4.3 Tools Used

Emotional Maturity Scale by Singh and Bhargave (1990) was employed by the researchers for the purpose of data collection.

3.4.4 Statistical Techniques Used

In this study various statistical measures such as Mean, SD and t-test are used.

4. Result and Discussion

Collected data through above mentioned inventories were analyzed in terms of mean, standard deviation and t-test method. The results have been presented in the tables.

Hypothesis 1: There is no significant mean difference in emotional maturity of government and private secondary school students of Lakhimpur district of Assam.

Table 1: Mean, Standard deviation and t-value of the government and private secondary school students.

	Group	N	Mean	Standard deviation	t-value	Remarks
Emotional Maturity	Government	372	115.75	22.89	9.16	Highly Significant
	Private	128	98.07	17.26		

It is found that the mean scores of both government and private students are 115.75 and 98.07 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 9.16. This was found to be highly significant. Hence hypothesis is rejected. This means that there is a great difference in emotional maturity of government and private secondary students of Lakhimpur district.

Hypothesis 2: There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of Lakhimpur district of Assam.

Table 2: Mean, Standard deviation and t-value of the rural and urban secondary school students

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Rural Students	250	112.1	21.74	0.85	Not Significant
	Urban students	250	110.35	24.04		

It is found that the mean scores of both rural and urban students are 112.1 and 110.35 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.85) is less than the table value 1.96 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that rural and urban secondary school students have similar level of emotional maturity.

Hypothesis 3: There is no significant mean difference between male and female of government secondary school students in relation to emotional maturity.

Table 3: Mean, Standard deviation and t-value of male and female government secondary school students.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	186	116.65	20.48	0.76	Not Significant
	Female	186	114.85	25.095		

It is found that the mean scores of government male and female students are 116.65 and 114.85 respectively. The computed t-value between their mean differences is 0.76 which is not found significant at 0.05 level. Hence the hypothesis is accepted. Therefore male and female students of government schools are found to have some level of emotional maturity.

Hypothesis 4: There is no significant mean difference between male and female of rural secondary school students in relation to emotional maturity.

Table 4: Mean, Standard deviation and t-value of the male and female of rural secondary school students

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	125	115.13	22.59	0.01	Not Significant
	Female	125	115.10	22.93		

It is found that the mean scores of both male and female of rural students are 115.13 and 115.10 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.01) is less than the table value 1.97 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that male and female of rural secondary school students have similar level of emotional maturity.

Hypothesis 5: There is no significant difference between male and female of urban secondary school students in relation to emotional maturity.

Table 5: Mean, Standard deviation and t-value of the male and female of urban secondary school students.

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	125	109.07	20.51	1.22	Not Significant
	Female	125	105.60	24.28		

It is found that the mean scores of both male and female of urban students are 109.07 and 105.60 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=1.22) is less than the table value 1.97 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that male and female of urban secondary school students have similar level of emotional maturity.

Hypothesis 6: There is no significant difference between male and female of private secondary school students in relation to emotional maturity.

Table 6: Mean, Standard deviation and t-value of the male and female of private secondary school students

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	64	98.88	19.96		
	Female	64	97.28	14.19		

It is found that the mean scores of both male and female of private students are 98.88 and 97.28 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.52) is less than the table value 1.98 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that male and female of private secondary school students have similar level of emotional maturity.

Hypothesis 7: There is no significant difference between rural male and female of private secondary school students in relation to emotional maturity.

Table 7: Mean, Standard deviation and t-value of the rural male and female of private secondary school students

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	32	106.19	22.90		
	Female	32	98.94	16.89		

It is found that the mean scores of rural male and female of private students are 106.19 and 98.94 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=1.44) is less than the table value 2.00 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that rural male and female of private secondary school students have similar level of emotional maturity.

Hypothesis 8: There is no significant mean difference between urban male and female of private secondary school students in relation to emotional maturity.

Table 8: Mean, Standard deviation and t-value of the urban male and female of private secondary school students

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	32	91.56	13.20		
	Female	32	95.59	10.87		

It is found that the mean scores of urban male and female of private students are 91.56 and 95.59 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=1.33) is less than the table value 2.00 at 0.05% level of significance. This means that the mean difference is not significant. Hence hypothesis is accepted. This further means that urban male and female of private secondary school students have similar level of emotional maturity.

5. Conclusion

The study found no difference on emotional maturity in respect of male and females of rural and urban as well as government and private secondary school students. But it

reported real difference in overall between government and private secondary school students.

6. Suggestions for Further Research

- 1) Studies can be carried out in relation to emotional maturity of students at whole level.
- 2) The present study is conducted on class-X students. Similar studies may be undertaken on this variable at the other levels of education as well.
- 3) In the present study cross sections that have been investigated are male/female, rural/urban and government/private. Many others cross sectional comparison of various other categories of students like poor/rich, tribal and non-tribal studying in government/private schools may be carried out.

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