

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

Dr. Lakshinandan Nath

Principal, Laluk College, Department of Education, District-Lakhimpur, Assam

Abstract: *The present study investigated the emotional maturity of secondary school students in Dhemaji district of Assam. The study was conducted on 300 class-X students by giving due representation to boys (150) and girls (150) as well as rural and urban localities of the Dhemaji district. The 12 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 are real differences on emotional maturity in respect of government and private as well as rural and urban secondary school students. But it reported that there is no significant difference between male and female secondary school students of Dhemaji district.*

Keywords: Emotional Maturity and Secondary School Student

1. Introduction

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. 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

Arya, A. (1997) studied the emotional maturity and values of superior children in family and found that superior boys and girls did well on the emotional maturity test. Superior Intelligence showed high relationship with emotional maturity of children.

Sharma (2006) in her study compared all the six dimensions of mental health between male and female adolescents. No significant difference was found in emotional stability, over adjustment, autonomy, and security-insecurity, self-concept, and intelligence measures of mental health between male and female's adolescents as well as between those belonging to urban and rural areas.

Tatawadi (2009) have studied the differences in emotional maturity among male and female students studying in a management school. The results revealed that the females were emotionally stronger than the males. The girls scored higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They were more sensitive towards their relationships with parents, friends and

siblings. All these traits helped them to acquire more emotional intelligence as compared to boys.

Nanda, P. and Chawla, A. (2010) studied the impact of age and family type on emotional maturity of urban adolescent girls and concluded type of family had definite impact on emotional maturity.

Lakshmi and Krishnamurthy (2011) constructed a study on "Emotional Maturity of Higher Secondary School Students". The study used a sample of 220 Higher Secondary Students who were selected from various schools in Coimbatore District. In this study they found that there existed significant difference between all the sub-samples except the age group of Higher Secondary Students. It also found that there was significant difference between male and female students, urban and rural students and the students who lived in joint family and nuclear family system in respect 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.

Kumar, Tiwari Vinit (2012) made a study on a comparative study of emotional maturity among 8th to 12th class Students with the reference of internet surfing. In his study he carried out with incidental sampling at Hardwar district on 100 students. Among them 50 (25 boys, 25 girls) were using internet and 50 (25 boys, 25 girls) with no interest in internet surfing. Results indicated that those who were not using internet regularly were more emotionally mature than internet users. It was also found that boys students were better than girls with regard their emotional maturity.

Kumawat, Sahab Ram (2012) made a study of emotional maturity in post graduate students of vocational education. In his study he found that there was no significant difference in emotional maturity between master of technology students,

master of business administration students and master of computer application students.

Kaur, Manjeet (2013) conducted a study on a comparative study on emotional maturity of senior secondary school students. In his study he investigated the emotional maturity of adolescents of Chandigarh. He collected data from on a group of 200 students, 100 boys and 100 girls belonging to govt. and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.

Dutta.Jadab, Chetia. Pranab&Soni. J.C (2015) conducted a study on "AComparative 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 thatthere 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 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 study on emotional maturity of secondary school students of Dhemaji districtof Assam.

Statement of the Problem

The problem of the present study has been stated as follows:
"A Study on Emotional Maturity of Secondary School Students in Dhemaji District of Assam"

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 Dhemaji district of Assam.
- 2) To find out the difference between rural and urban secondary school students in relation to emotional maturity of Dhemaji district of Assam.
- 3) To find out the difference between male and female secondary school students in relation to emotional maturity of Dhemaji district of Assam.

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 Dhemajidistrict of Assam.
- 2) There is no significantmean difference between ruraland urban secondary school students in relation to emotional maturity of Dhemaji district of Assam.
- 3) There is no significant mean difference between male and female secondary school students in relation to emotional maturity.

Methodology of the Study

The Descriptive approach is used in the study. The present study is a study on emotional maturity of secondary school students in Dhemaji district of Assam. Keeping in view the nature of study, the survey method was found to be more suitable.

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 Dhemajiof Assam.

Sample of the Study

The sample is of small number of representative individuals from the population. The study was conducted on three hundred class-X students by giving due representation to boys (150) and girls (150) as well as rural and urban localities of the district. The 12 schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique.

Tools Used

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

Statistical Techniques Used

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

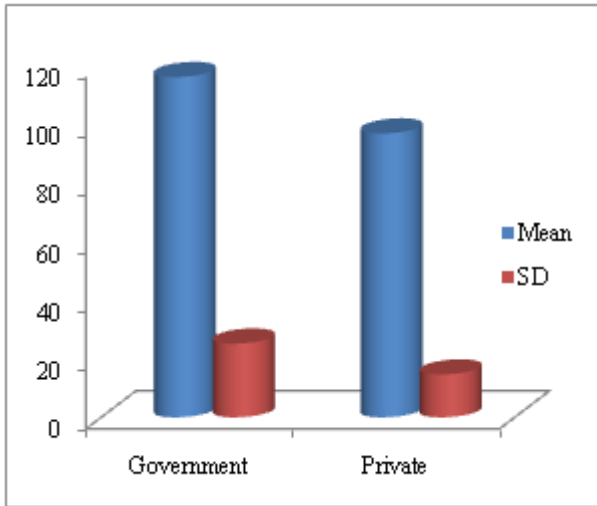
4. Result and Discussion

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 table's hypothesis wise.

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

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

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Government	200	116.27	25.22	8.33	Significant
	Private	100	97.02	14.65		



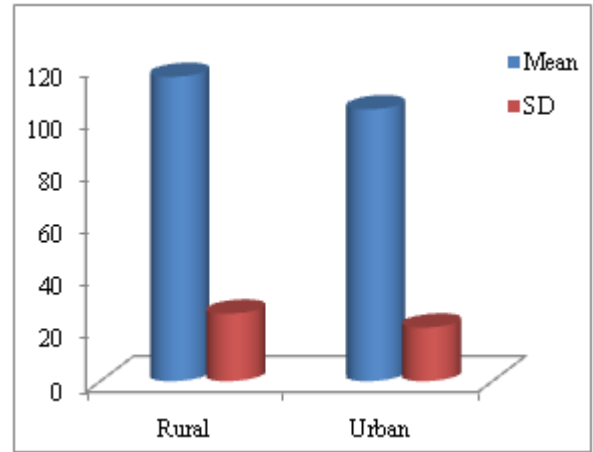
Graph-1 Showing the mean and standard deviation on government and private secondary school students

From **Table 1** and **Graph 1** showing the mean scores of both government and private students are 116.27 and 97.02 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 8.33. 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 Dhemaji district.

Hypothesis 2: There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of Dhemaji 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	150	116.04	25.75	4.59	Significant
	Urban students	150	103.67	20.44		



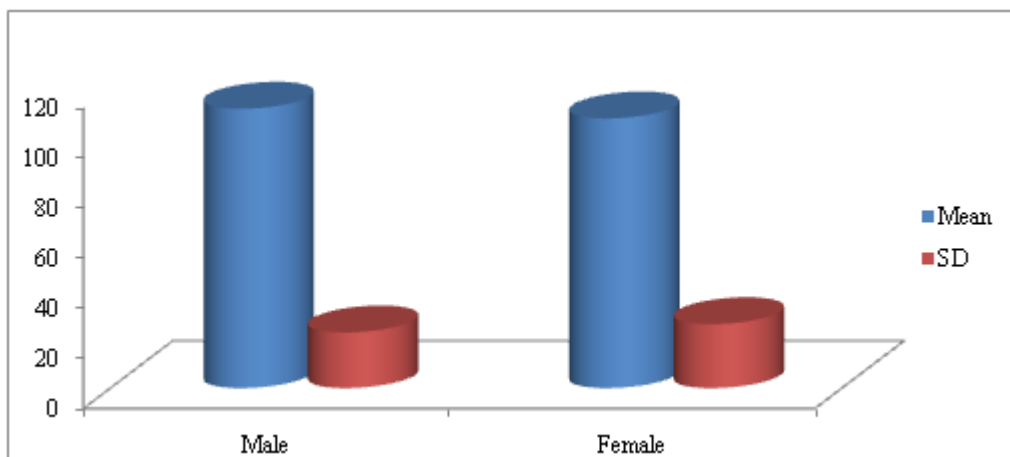
Graph 2: Showing the mean and standard deviation on rural and urban secondary school students

From the above **Table 2** and **Graph 2** it is found that the mean scores of both rural and urban students are 116.04 and 103.67 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (4.59) is greater than the table value 1.97 at 0.05% level of significance. This means that the mean difference is highly significant. Hence hypothesis is rejected. This further means that rural and urban secondary school students have dissimilar level of emotional maturity.

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

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

Emotional Maturity	Group	N	Mean	Standard deviation	t-value	Remarks
	Male	150	111.79	22.28	1.31	Not Significant
	Female	150	107.91	28.57		



Graph 3: Showing the mean and standard deviation on male and female secondary school students

From the **Table 3 and Graph 3** it is found that the mean scores of male and female students are 111.79 and 107.91 respectively. The computed t-value between their mean differences is 1.31 which is found not significant at 0.05 level. Hence the hypothesis is accepted. Therefore male and female secondary schools students are found to have same level of emotional maturity.

5. Conclusion

This study found real differences on emotional maturity in respect of government and private as well as rural and urban secondary school students. But it reported that there is no significant difference between male and female secondary school students of Dhemaji district.

References

- [1] Frank, (1963), *Nature and Human Nature*, N.J. Rutgers university press, New Brunswick.
- [2] Garrett, H.E., (1968). *General Psychology*, New Delhi, Eurasia Publication House, (IND. Reprint). Gaur, Vijender (2012) A Study of Classroom Morale of Senior Secondary School Students in Relation to Their Locus of Control, Socio- Economic Status and Intelligence, An Published Thesis, Department of Education, Maharshi Dayanand University, Rohtak-124001.
- [3] Singh Y. and Bhargava, M. (1990). *Manual for Emotional Maturity Scale (EMS)*: Agra National Psychological Corporation.
- [4] Arya, A. (1997). *Emotional Maturity and values of superior children in family*. Fourth survey of research in Education Vol.11, New Delhi: NCERT.
- [5] Nanda, P.K. and Chawla, Asha (2010). Impact of Age and Family type on Emotional Maturity of Urban Adolescent Girls, *Industrial Psychology Journal*, Vol. 19, Issue. (1), pp-37-40, DOI: 10.4103/0972-6748.77634.
- [6] Lakshmi, S. and Krishnamurthy, S (2011). A Study on the Emotional Maturity of Higher Secondary School Students. *International Journal of Current Research*, Vol. 33, Issue, 4, ISSN: 0975-833X, pp.183-185.
- [7] Kumar, Tiwari Vinit (2012). A Comparative Study of Emotional Maturity among 8th to 12th class Students with the Reference of Internet Surfing. *International Indexed & Referred Research Journal*, ISSN 0975-3486, RNI-RAJBAL, Vol-IV, Issue 37, pp.8-9.
- [8] Kumawat, Sahab Ram (2012). A Study of Emotional Maturity in Post Graduate Students of Vocational Education. *International Indexed & Referred Research Journal*, ISSN 0974-2832, RNI-RAJBAL-2009/29954; Vol-IV, Issue 46, pp.20-21.
- [9] Singh, Rashee (2012), "A Comparative Study of Rural and Urban Senior Secondary School Students in Relation to Emotional Maturity". *International Indexed & Referred Research Journal*, ISSN 0975-3485, RNI-RAJBAL 2009/30097, Vol.III, Issue 32, pp.34-35.
- [10] Kaur, Manjeet (2013). A Comparative Study of Emotional Maturity of Senior Secondary School Students. *International Indexed & Referred Research Journal*, ISSN 2250-2629, pp.48-49.
- [11] Dutta, Jadab, Chetia. Pranab & Soni, J.C (2015), "A Comparative Study on Emotional Maturity of

Secondary School Students in Lakhimpur and Sonitpur Districts of Assam". *International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064, Index Copernicus Value (2013): 6.14, Impact Factor (2013): 4.438, Volume 4 Issue 9, September 2015 pp. 168-176. Available online at www.ijsr.net*