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## A Study on Emotional Maturity of Secondary School Students in Kalahandi and Bolangir Districts of Odisha

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### ABSTRACT

**Background:** Maturity is the potential to respond to the environment in a suitable manner. This response is normally realized as an alternative than instinctive, and is no longer decided with the aid of one's age. Emotional maturity is characterized by way of ability to end up fascinated in things and persons; to do things for their very own sake, to supply love to other persons. By keeping these things in mind the researcher has planned to study the emotional maturity of the secondary school students studying at Kalahandi and Bolangir districts of Odisha. **Aims:** The aim and objective of the study is to analyze the emotional maturity of the secondary school students of Kalahandi and Bolangir districts of Odisha. **Method:** The sample was selected to match the study and help in achieving the purpose of the study. A sample of 1000 secondary school Students was selected for the present research. Out of a 1000 secondary school students 500 boys and 500 girls chosen randomly from 32 Government and Private secondary schools Kalahandi and Bolangir district of Odisha by using purposive sampling method. The researcher has adopted descriptive research design for this study and using Emotional Maturity Scale developed by Bhargava and Singh (1990) for data collection. **Statistical Analysis Used:** Data emerging from the mentioned studies have been statistically analyzed for comparing mean scores and computing the magnitude on emotional maturity of secondary school students in Kalahandi and Bolangir districts of Odisha, respectively. **Findings:** 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 both districts of Odisha.

**Keywords:** *Emotional Maturity & Secondary School Students*

### 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. Therefore, 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 Kalahandi and Bolangir Districts of Odisha.

### Introduction:

Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. Emotions have strong link with urges, needs and interests. A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a great extent on the programmes watched on television. Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. Emotional maturity can be called as a process of impulse control through the agency of self or ego. Dosanjh (1960), "Emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency". Emotional maturity is not only the effective determinant of personality

pattern but also helps to control the growth of an adolescent's development. The concept 'Mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life; he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, intellectual and socio behavioural changes occur in life. Suddenness of these changes results in anxieties and causes confusion and unrest among them.

**Operational Definition:**

**Emotional Maturity:** Emotional Maturity is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally.

**Secondary School Students:** A student admitted to class X and appearing BSE, Odisha examination in the year 2017-2018 sessions

**Review of Related Study:**

Malliick, et al (2014) conducted a study on higher secondary students emotional maturity and achievement. They found that (i) There is significant difference between male and female higher secondary students with respect to level of emotional maturity. (ii) There is no significant difference between rural and urban higher secondary students with respect to level of emotional maturity. (iii) There is no significant difference between government and aided higher secondary students with respect to level of emotional maturity. (iv) There is significant difference between day scholar and hostel staying higher secondary students with respect to level of emotional maturity and (v) There is significant difference between male and female higher secondary students with respect to level of achievement in economics. Singh (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. Puar & Thukral (2012) made a study on the role of social maturity in academic achievement of high school students. It was found that the social maturity contributed the highest in the academic achievement of high school students in a given set of variables. Moreover, the total variance accounted for the variable of social maturity in case of boys was lesser than those of girls and the total sample. The reduced values of partial coefficients of correlation between social maturity and academic achievement indicated the weakness in relationship between social maturity and academic achievement which was more marked in case of girls than the boys and the total sample. Boys and girls as well as rural and urban high school students did not differ significantly in their social maturity. Kumar (2012) made a study on a comparative study of emotional maturity among 8th to 12th class Students with the reference of 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. Lakshmi & 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 & Thukral (2010) made a study on a social maturity and academic achievement of high school students. The study was conducted over a sample of 400 (200 boys and 200 girls) high school students studying in Xth class in 8 different schools (4 urban and 4 rural) affiliated to CBSE, New Delhi. In his study he found that there existed significant relationship between social maturity and academic achievement of high school students. No significant differences were observed between boys and girls as well as rural and urban high school students on the basis of their social maturity. Suman (2009) made a study of learning achievement in science of students in secondary schools in relation to their metacognitive skills and emotional competence. The study was conducted over a sample of 500 students of class IX (age between 13 to 15 years) from six secondary schools situated in South West Zone of Delhi. In this study he found that there were significant positive relationship between (i) emotional competence & learning achievement (ii) metacognitive skills & learning achievement (iii) emotional competence & metacognitive skills of the students studying in secondary schools. Vyas (2008) conducted a comparative Study of anxiety, emotional maturity, security-insecurity among adolescents of co-education and unisex education schools. The findings reported were: (i) No significant difference in anxiety, emotional maturity, emotional instability

and emotional regression of adolescent boys and adolescent girls coming from co-education and unisex education school was observed. (ii) Significant difference in emotional instability, emotional regression and social maladjustment of adolescent girls coming from co-education and unisex education school was reported. (iii) There was significant difference in lack of independence of boys coming from co-education and unisex education school. (iv) No significant difference in security-insecurity, family and school security of boys and girls coming from co-education and unisex education school was seen. Pастey & Aminbhavi (2006) conducted a study on impact of emotional maturity on stress and self-confidence of adolescents and found that adolescents with high emotional maturity had significantly higher stress and self-confidence than those with lower emotional maturity. Gakhar (2003) conducted a study on emotional maturity of students at secondary stage: self-concept and academic achievement. The study used a sample of 200 students of secondary stage, the study revealed: (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are hostellers and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept. It was found a significant negative correlation as found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There was significant difference in the emotional maturity of boys and girls. It was revealed that there was significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory was less. There was significant difference in the emotional maturity of students who studied in government and private schools. Further, emotional maturity of students of private schools was more as compared to their counterparts due to low mean score on emotional maturity scale. It also showed that there was insignificant difference in the emotional maturity of students who lived in hostels and those who are day scholars. The study also revealed that there was insignificant difference in the emotional maturity of children of working and non-working mothers. Anju (2000) found that there existed a positive and significant relationship between emotional maturity and intelligence of student which implied that more intelligent the person was, more emotional mature he was. The relationship between emotional maturity and intelligence of girls came out to be significant. Singh (1993) conducted a study on emotional maturity of male and female students of upper and lower socio- economic status. The findings of the study were: (i) The statistical analysis revealed that mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status in all the five areas of Emotional Maturity Scale. (ii) In the total area of the emotional maturity the mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status. The „*t*“ value was significant. (iii) The mean scores of female students were slightly lower than the corresponding mean scores of male students in social disintegration. (iv) In the total area the mean score of male students was significantly lower than the mean score of female students. Gupta (1989) conducted a comparative study on male and female adolescent school going students on emotional maturity and achievement in curricular and co- curricular activities. The findings of the study were: (i) the girls were more sober and well behaved as compared to boys of this age. The characteristic behaviors of the girls were that they were shy, reserved and more sober as compared to boys. (ii) Boys behaved more openly and were more interested in bold activities. 3. Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines, singing and decoration. Arya (1984) conducted a study on emotional maturity and value of superior children in family. The objectives of the study were to found relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study found that superior boys and girls did well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity.

### **Implications of the Review of the Related Literature with the Present Study:**

Review of related literature allows the researcher to acquaint himself with current knowledge in the area in which he has proposed to conduct his research. It serves the following purposes:

- It provided as sources of problems and helped in identifying and selecting a problem of interest.
- It gave an understanding of the status of research in the problem area.
- It enabled researcher to develop an understanding of the research methodology which refers to the way the study is to be conducted.
- It developed an insight into tools and instruments, and statistical methods through which validity of the results is to be established.

- It enabled the researcher to define the limits of his field. It helped the researcher to delimit and define his problem.
- It made researcher up to date on the work which others have done.
- It provided researcher to avoid unintentional duplication of well-established findings
- It provided clues to the research approaches, methods, instrumentation and data analysis.

### **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 Kalahandi and Bolangir Districts of Odisha.
2. To find out the difference between rural and urban secondary school students in relation to emotional maturity Kalahandi and Bolangir Districts of Odisha.
3. To compare the gender differences a. rural, b. urban, c. government, d. private in relation to emotional maturity of secondary school students of Kalahandi and Bolangir Districts of Odisha.

### **Hypotheses of the Study:**

1. There is no significant mean difference in emotional maturity of government and private secondary school students of Kalahandi and Bolangir Districts of Odisha.
2. There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of Kalahandi and Bolangir Districts of Odisha.
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 rural secondary school students in relation to emotional maturity.
5. There is no significant mean difference between male and female of urban secondary school students in relation to emotional maturity.
6. There is no significant mean difference between male and female of private secondary school students in relation to emotional maturity.
7. There is no significant mean difference between rural male and female of private secondary school students in relation to emotional maturity.
8. There is no significant mean difference between urban male and female of private secondary school students in relation to emotional maturity.

**Sample & Sampling:** The sample was selected to match the study and help in achieving the purpose of the study. A sample of 1000 secondary school Students was selected for the present research. Out of a 1000 secondary school students 500 boys and 500 girls chosen randomly from 32 Government and Private secondary schools Kalahandi and Bolangir district of Odisha by using purposive sampling method.

**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 Kalahandi and Bolangir Districts of Odisha.

**Research Design:** The researcher has adopted descriptive research design for this study.

**Tools Used:** Emotional Maturity Scale developed by Bhargava and Singh [16] was employed by the researchers for the purpose of data collection.

**Statistical Analysis Used:** Data emerging from the mentioned studies have been statistically analyzed for comparing mean scores and computing the magnitude on emotional maturity of secondary school students in Kalahandi and Bolangir districts of Odisha, respectively.

**Result & 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 both the districts of Odisha.

**Table-1: Mean, Standard deviation and t-value of the government and private secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Government Secondary School Students	744	113.02	24.07	2.52	5.89	Significant
	Private Secondary School Students	256	98.17	16.52			

It is found that the mean scores of both government and private students are 113.02 and 98.17 respectively. When the t-test was applied to test the significance of the mean difference between these groups, it reported a t-value 5.89. This was found to be highly significant. Hence hypothesis 1 is rejected. This means that there is a great difference in emotional maturity of government and private secondary students of both districts.

**Hypothesis 2:** There is no significant mean difference between rural and urban secondary school students in relation to emotional maturity of both the districts of Odisha.

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

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Rural Secondary School Students	500	111.03	23.38	1.47	2.46	Significant
	Urban Secondary School Students	500	107.41	23.09			

It is found that the mean scores of both rural and urban students are 111.03 and 107.41 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=2.46) is greater than the table value 1.96 at 0.05% level of significance. This means that the mean difference is significant. Hence, hypothesis 2 is rejected. This further means that rural and urban secondary school students are a great difference of emotional maturity in both the districts.

**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 the male and female of government secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Male Students of Govt. Secondary School	372	114.89	23.60	1.77	2.11	Significant
	Female Students of Govt. Secondary School	372	111.15	24.42			

It is found that the mean scores of government male and female students are 114.89 and 115.15 respectively. The computed t-value between their mean differences is 2.13 which is found great significant at 0.05 level. Hence the hypothesis 3 is rejected. Therefore male and female students of government schools are found to great difference of emotional maturity in both the districts.

**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 rural male and female secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Rural Male Student of Secondary School	250	113.69	24.33	1.38	2.79	Significant
	Rural Female Students of Secondary School	250	109.85	22.40			

It is found that the mean scores of both male and female of rural students are 113.69 and 109.85 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=2.79) is greater than the table value 1.97 at 0.05% level of significance. This means that the mean difference is significant. Hence hypothesis 4 is rejected. This further means that male and female of rural secondary school students have great difference of emotional maturity in both the districts.

**Hypothesis 5:** There is no mean 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 urban male and female secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Urban Male Student of Secondary School	250	108.37	22.12	2.04	0.69	Not Significant
	Urban Female Students of Secondary School	250	106.96	23.77			

It is found that the mean scores of both male and female of urban students are 108.37 and 106.96 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.69) 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 5 is accepted. This further means that male and female of urban secondary school students have similar level of emotional maturity in both the districts.

**Hypothesis 6:** There is no significant mean 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 private male and female secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Male Student of Private School	128	99.81	18.69	1.71	1.92	Not Significant
	Female Students of Private School	128	96.52	13.91			

It is found that the mean scores of both male and female of private students are 99.81 and 96.52 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=1.92) 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 6 is accepted. This further means that male and female of private secondary school students have similar level of emotional maturity in both the districts.

**Hypothesis 7:** There is no significant mean 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 private rural male and female secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Rural Male Student of Private School	64	102.36	21.13	1.59	2.43	Significant
	Rural Female Students of Private School	64	98.49	14.86			

It is found that the mean scores of rural male and female of private students are 102.36 and 98.49 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value

(=2.43) is greater than the table value 2.00 at 0.05% level of significance. This means that the mean difference is significant. Hence hypothesis 7 is rejected. This further means that rural male and female of private secondary school students are a great difference of emotional maturity in both the districts.

**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 private urban male and female secondary school students of both the districts of Odisha**

Variable	Groups	N	Mean	SD	S <sub>ED</sub>	t-value	Remarks
Emotional Maturity	Urban Male Student of Private School	64	97.27	15.64	2.51	0.49	Not Significant
	Urban Female Students of Private School	64	98.50	12.69			

It is found that the mean scores of urban male and female of private students are 97.27 and 98.50 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (=0.49) 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 8 is accepted. This further means that urban male and female of private secondary school students have similar level of emotional maturity in both the districts.

### Conclusion:

The study showed 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.

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