

A STUDY OF EMOTIONAL MATURITY OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

The study aims emotional maturity of Primary school students in Krishna district. A random sample 200 primary school students in krishna district. The emotional maturity scale developed by Dr. Tara Sabapathy was used for assessing the emotional maturity of the participants. Mean, Standard deviation, Percentage of mean and 't' value were calculated. The study revealed the 90.05% students are having very high emotional maturity. The study also revealed there is no significant difference in gender and locality.

KEYWORDS: *Emotional Maturity, Secondary Schools and Krishna District*

INTRODUCTION

Emotional maturity cannot be described only in the developmental way. Self control can be viewed as one of the key element to attain maturity, but it does not mean to suppress your emotions. Expression of emotions in the appropriate manner at the right time, place and situation is vital to take a first step towards emotional maturity. Some people think maturity is to keep control on emotions in all conditions. Some others judge maturity in the trained expression of emotions. A person is considered to be emotionally mature when he can endeavour to have more stability when responding and be emotionally healthy. An emotionally mature person will adjust to demands of the environment. He has a positive attitude towards life and strives to achieve control over himself, his emotions, feelings and reactions. They are flexible in nature and do not like to exaggerate the situation and stress. They do not get engulfed with negativity.

Rene Descartes (1649) identified six simple and primitive passions- wonder, love, hatred, desire, joy and sadness. He also said that emotions can be any six of these or species of them

Menninger (1999), Emotional maturity includes the ability to deal constructively with reality.

REVIEW OF RELATED LITERATURE:

Henil Mayur Upadhyay (2020) made A study on emotional maturity in an adolescent group studying at a higher secondary school in Western India.. The majority of the participants (70.5%) had average emotional maturity, 21.3% participants had above average emotional maturity, 5.2% participants had below average emotional maturity and less than 3% of the participants had emotional maturity levels in the extremes (i.e. extremely low, low, high and extremely high). Statistical analysis showed that there was no significant difference in the emotional maturity levels between boys and girls.

Sudeshna Majumdar and Shivam Mca (2019) investigated Emotional Maturity-A Study of Secondary School Students. Findings revealed that regarding the school type, Government schools of class IX students are more emotionally mature than private schools & regarding the gender, girls of class IX are more emotionally mature than boys.

Lakshmi, S. and Krishnamurthy, S (2011) examined emotional maturity of higher secondary school students.. There exists significant difference between all the sub samples except the age group of higher secondary students. The findings of this study will be an eye opening to the researchers, curriculum practitioners and parents.

Significance of the Problem

Emotional maturity helps a person to be a self-aware, positive, patientful, empathetic, self-control, flexibility, accountability etc which means an emotionally mature person can adapt to all the complexities of life in a peaceful & flexible way. Life is full of complexities, but we have to handle this in a proper way if not then survival is going to difficult. Hence every child should be prepared with proper emotional development so that he or she can be able to cope up with any problems appear in life and if that then success is not an impossible to him or her.

Operational Definition of Key Terms

Emotional Maturity

Emotional maturity is defined as how well you are able to respond to situations, control your emotions and behave in an adult manner when dealing with others.

Primary School Students: A formal education who studied I to V class.

Objectives

1. To asses the emotional maturity of primary school students
2. To find out the influence of the following variables on emotional maturity of primary school students i.e.
3. Gender : Boy / Girl
4. Locality : Rural / Urban
5. Type of institute : Government/ Private
6. Medium of instruction : English / Telugu

Hypotheses

1. There would be no significant difference between boys and girls on their emotional maturity.
2. There would be no significant difference between rural and urban primary school students on their emotional maturity.
3. There would be no significant difference between government and private primary school students on their emotional maturity.
4. There would be no significant difference between English and Telugu medium primary school students on their emotional maturity.

Method

Survey method is used in the present study

Scope of the Study

The scope of the demographic variables is Gender Locality type of institute and medium of instruction

Delimitations of the Study

- The study is limited to the 200 secondary school students in Krishna district only.
- The study is also limited to demographic variables like Gender and Locality type of institute and medium of instruction only.

Sample and Sampling

200 primary school students were selected by using Simple Random Sampling Technique.

Tools of the Study

The researcher adopted Emotional maturity scale is developed by Dr. Tara Sabapathy. The emotional maturity scale is a self-reporting four point scale. 44 Items of the scale are in question format demanding information in any of the four options with the scoring of: always-4, sometimes-3, rarely-2, and never-1. Higher the score on the scale greater is the degree of emotional maturity. The reliability co-efficient was 0.81 which is significant at 0.01 level of significance. The correlation coefficient for the whole test was 0.88, which is significant at 0.01 level of significance.

DATA COLLECTION

The researcher personally visited the primary schools in Krishna district and got permission from the primary school headmasters to collect the data from V class students. Good rapport was established with the students before administering the tools.

Statistical Techniques to be used

Mean, S D, % of mean, 't' value value are calculated.

ANALYSIS OF THE DATA

Objective -1: To asses the emotional maturity of primary primary school students

Table 1 : Showing Mean, % of Mean, S.D Of the Primary School Students

N	Mean	% of mean	S.D
200	99.61	90.55	16.92

The percentage of mean value is 90.66. Present day primary school students are having high emotional maturity. .

Variable Wise Analysis in Emotional Maturity

Objective 2

To find the influence of the emotional maturity of primary school students in the following variables i.e. Gender, Residence , Type of management , Medium of instruction,

Hypothesis -1: There would be no significant difference between boys and girls on their emotional maturity.

Table 2: Showing Mean, S.D. And 'T' Values of Boys and Girls Sample Of Primary School Students.

Gender	N	Mean	SD	SEd	't' value
Boys	100	95.32	16.02	1.166	0.754 ^{NS}
Girls	100	96.20	16.64		

NS – Not significant at 0.05 level

The table value 1.96 at 0.05 level and 2.58 at 0.01 level

The calculated 't' value is 0.754 is less than the table value 1.96 at 0.05 level. There is no significant difference in the emotional maturity of boys and girls. Hence the null hypothesis – I is accepted.

Hypothesis II: There would be no significant difference between rural and urban students on their emotional maturity

Table 3: Showing Mean, S.D. and 'T' Values of Rural and Urban Primary School Students on their Emotional Maturity

Residence	N	Mean	SD	SEd	't' value
Rural	100	97.931	16.52	1.19	0.799 ^{NS}
Urban	100	96.98	16.78		

NS – Not significant at 0.05 level

The table value 1.96 at 0.05 level and 2.58 at 0.01 level

The calculated 't' value is 0.799 is less than the table value 1.96 at 0.05 level. There is no significant difference in the emotional maturity of rural and urban primary school students. Hence the null hypothesis – II is accepted.

Hypothesis- III: There would be no significant difference between government and private primary school students on their emotional maturity.

Table 4 : Showing Mean, S.D. and 'T' Values of Government and Private Priart School Students on their Emotional Maturity

Type of Management	N	Mean	SD	SEd	't' value
Government	75	90.39	16.61	1.18	4.169**
Private	125	95.47	16.75		

Significant at 0.05 and 0.01 levels

The calculated 't' value is 4.169 is greater than the table value 1.96 at 0.05 level and the table value 2.58 at 0.01 level. There is significant difference in the emotional maturity of government and private primary school students. Hence the null hypothesis – III is rejected

Hypothesis – IV: There would be no significant difference between English and Telugu medium students on their emotional maturity

Table 5: Showing Mean, S.D. and 'T' Values of English and Telugu Primary School Students on their Emotional Maturity

Medium of Instruction	N	Mean	SD	SEd	't' value
English	110	90.24	16.62	1.183	3.372**
Telugu	90	96.25	16.69		

Significant at 0.05 level and 0.01 level

He calculated 't' value is 3.372 is greater than the table value 1.96 at 0.05 level and 2.25 at 0.01 level. There is significant difference in the emotional maturity of English and Telugu medium primary school students. Hence the hypothesis – IV is rejected.

FINDINGS

- From the above table it is observed that 90% of students are having emotional maturity
- The variables like Gender, Locality n are not significantly influencing the emotional maturity of primary school students.
- The variable like type of institute and medium of instruction are significantly influenced the emotional maturity of primary school students.

EDUCATIONAL IMPLICATIONS

- The present generation is bright intellectually but lack of emotional balance and stability. Since emotions enter into every phase and fact of life society expects schools to provide for health, emotional and development of the children. i.e. future generation.
- The teacher should try to practice and teach the children that are as possible. This is especially important for the distressing emotions of fear, pain and anger.

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