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**Sarla Devi**  
Ph.D Scholar  
PG and Research Department of  
Home Science, Bharathidasan  
Govt. College for Women  
(Autonomous), Puducherry,  
Tamil Nadu, India

**Dr. V Raji Sugumar**  
Associate Professor  
PG and Research Department of  
Home Science, Bharathidasan  
Govt. College for Women  
(Autonomous), Puducherry  
Tamil Nadu, India

## Emotional maturity among secondary school boys of Sitapur district in Uttar Pradesh

**Sarla Devi and Dr. V Raji Sugumar**

### Abstract

The Emotional Maturity becomes essential in the behaviour of individuals. As the students are the pillars of the future generations their value pattern with respect to emotional maturity are vital. Therefore the present study intends to measure the Emotional Maturity of Secondary School male students. Emotional maturity is said to be the foundation for leading a happy and contented life.

With this prelude the present study was conducted among 700 boys from English medium (350) and Hindi medium (350) selected from the secondary schools of Sitapur district of U.P. The result reveals that there is a significant difference in emotional maturity of boys belonging to English medium. Therefore, the emotional maturity varies from child to child and culture to culture.

**Keywords:** emotional maturity, english medium, hindi medium

### 1. Introduction

In the present situation, youth as well as children are facing difficulties due to various. Psychosomatic problems such as anxiety, tensions, frustration and emotional upsets in day to day life. Emotions dominate our lives and also add color as well as variety which otherwise would be dull.

Hence, emotional maturity is now emerging as a descriptive science. In the Indian society which is largely patriarchal, boys are exposed to better social climate than girls. Biologically boys are able to control their emotional and express in a socially approved manner and thereby experience less anxiety and emotional conflicts (Audichya, 2005) [1]. But now, due to globalization and also school and colleges providing equal opportunities in activities for self-awareness and self-experience, their emotional intelligence can be enhanced.

#### 1.1 Scope of the study

The study would help the teachers and counselors to assess the attitude of students. The teacher can provide adequate environment in the school and can take the help of counselor to guide the parents to make the students emotionally mature.

#### 1.2 Operational definition of 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.”

### 2. Review of literature

Review of related literature is an essential aspect of research. It involves synthetic and synoptic understanding of the research works already conducted in the same field over a period of time. It provides some insight regarding strong points and limitations of the previous studies and enables the researcher to improve his own investigation (Panigrahi, 1999) [10].

Ronald E. McNairs (2004) in his research on learning pace of school children in regard to emotional maturity found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want. Darwin Nelson (2005) in his research related to emotional intelligence and emotional maturity says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects the social and emotional maturity.

#### Correspondence

**Sarla Devi**  
Ph.D Scholar  
PG and Research Department of  
Home Science, Bharathidasan  
Govt. College for Women  
(Autonomous), Puducherry,  
Tamil Nadu, India

Gupta, R. (2013) derived that there was no significant relation between academic achievement and emotional intelligence of rural adolescents. Lakshmi, and Krishnamurthy, (2011) reported that the majority of higher secondary students in Coimbatore district emotionally unstable condition. Jasbir (2000) studied emotional maturity in relation to environment factors and found significant relationship between emotional maturity and school, home and psychological environment. Bar-on (2004) found that there was moderate yet significant relationship between emotional, social and academic achievement with psychological health. Hetal T. (2013) [5] in his research on the emotional intelligence and adjustment of 9<sup>th</sup> standard students found that gender and school area had a significant correlation with emotional quotient and adjustment of students.

**2.1 Objective**

To study the level of emotional maturity among higher secondary school boys.

**2.2 Research Gap**

Only sporadic studies have been carried out so far in India. Hence the present study will high light the relationship between emotional maturity of English medium and Hindi medium boys.

**3. Methodology**

The present study was conducted on secondary school boys (12-18 years) of Sitapur district in Uttar Pradesh. Power sampling technique was used to decide on the number of samples. The sample comprised of 700 students from Senior Secondary Schools (350 English medium and 350 Hindi medium). An interview schedule was used to illicit the socio-economic profile of the parents. All the students were belonging to higher middle class families and their age group ranged from 12 – 18 years. Standardized tools by Kumari Roma Pal (reprinted 1997), Agra psychological research cell was used to assess the emotional maturity of the children. A 5 point scale comprising of strongly agree, agree, moderate, disagree and strongly disagree was used. The sample was collected by using proportionate stratified random sampling technique; self-designed socio-demographic questionnaire was used to study the socio- demographic characteristics of respondents. Emotional maturity of respondents was assessed by emotional maturity scale developed by Km. Roma Pal (1997).

**4. Results and Discussion**

**Table 1:** Distribution of the sample according to emotional maturity Vs age.

Emotional Maturity	English Medium Boys		Hindi Medium Boys	
	(13-15 year) No (%)	(16-18 year) No (%)	(13-15 year) No (%)	(16-18 year) No (%)
Extremely Stable	28 ( 8 )	12 ( 3.42 )	26 (7.42)	09 2.57
Moderate Stable	17 ( 4.85)	07 ( 02)	27 ( 7.71)	09 2.57
Unstable	36 (10.28)	37 ( 10.57)	73 ( 20.85)	35 ( 10)
Extremely Unstable	122 (34.85)	51 (14.57)	129 (36.85)	42 (12)

From the perusal of the above table, representation of the data showed that only 8% (13-15 year) and 3.42 % (16-18) boys in the English medium and 7.42% (13-15years) and 2.57% (16-18 years) in Hindi medium were extremely stable. Boys belonging to Hindi medium school were moderately stable at 7.71% (13-15 years) and 2.57% (16.18 years) while those in English medium were 4.85% and 2% respectively.

English medium boys in the age group of 13-15 years and 16-18 years showed unstable emotional maturity at 10.25% and 10.57% while Hindi medium boys showed 20.85% and 10% respectively.

Boys in the age group of 13-15 years of both English medium (34.85%) and Hindi medium (36.85%) were found to be extremely unstable than those in the age group of 16-18 years.

34.85 (14.57%) and 12% boys belonged to English medium and Hindi medium respectively.

English medium boys of both the age groups were found to be more emotionally unstable than the Hindi medium boys. (34.85%) and (14.57) of English medium boys in the age group of (13.15) and (16-18 years) were unstable while 36.85% and 12% of Hindi medium boys belonging to the respective age group were emotionally unstable. The reason for this unstable emotional maturity may be due to the present competitive environment, very busy and fast paced life and Hindi medium boys respondent did not give any preference to their emotional aspect of their development, thus for happy, successful personal and professional life human being have to choose emotional maturity as conscious choice.

**Table 2:** Distribution of the sample based on the location of the school versus emotional maturity:

Emotional Maturity	English Medium Boys		Hindi Medium Boys	
	(Urban) No (%)	(Rural) No (%)	(Urban) No (%)	(Rural) No (%)
Extremely Stable	10 ( 2.85)	30 (8.57)	07 (2)	13 (3.71)
Moderate Stable	11 ( 3.14)	13 ( 3.71)	14 (4)	11 (3.14)
Unstable	34 (9.71)	79 (22.57)	34 (9.71)	35 (10)
Extremely Unstable	75 (21.42)	98 (28)	101 (28.85)	135 (38.57)

From the perusal of the above table, representation of the data showed that 8.57% and 2.55% English medium boys from the urban and rural areas were extremely stable when compared to 2% and 3.7% Hindi medium boys respectively. Emotional maturities convey the English medium boys in rural area (3.7%) were found to be moderately stable and better than those in urban area (3.14%). Similarly trend was seen only Hindi medium boys were 3.14% from rural and 4% from

urban area being moderately stable. 9.71 English medium respondents from the urban area and 22.57% from the rural area were unstable.

9.71% English medium respondents were unstable in where 10% of the Hindi medium boy respondents were unstable. Most of the 21.42% of English medium were emotionally unstable whereas the large segments of the respondents of Hindi medium belonging to extremely unstable in rural area.

**Table 3:** Mean score difference between Boys studying in English medium and Hindi medium on Emotional maturity.

Variable	Boys	N	Mean Score	SD	t Value	Mean Difference	Significance
Emotional Maturity	(English medium)	350	112.77	21.5	7.32	12.80	0.000
	(Hindi medium)	350	125.58	24.6			

The result shows that mean score of emotional maturity is significantly correlated with the mean score of medium of instruction of the school. The result indicates significant difference between the both boys studying in English medium and Hindi medium. The mean score of boys studying in English medium was 112.77 and for Hindi medium 125.58. It means that a close look at “t” value (7.32) of emotionally maturity score shows significance at the 0.001 level. From the present study it is found that there is significant difference has been between English medium and Hindi medium boys with remarkable emotional maturity among English medium school students. It means English medium boys were more emotionally mature than their counterparts Hindi medium boys.

### 5. Conclusion

To conclude, it can be inferred that in a globalised contemporary era the command over the spoken and written English directly and indirectly boost the morale of the students. Therefore, the English medium students are more advantageous in the school, public and home environment. On the flip side students from vernacular medium, in the present situation the Hindi medium students find it difficult to cope up with certain socializing environment which makes them to exhibit negative emotional maturity. This leads to low self-esteem. The challenge is to bridge the wider gap between English and Hindi medium students with a well-designed and result oriented educational and activity based intervention.

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