

A STUDY ON EMOTIONAL MATURITY AND SCHOOL ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The researcher has studied on emotional maturity and school environment of higher secondary school students in Cuddalore district, Tamilnadu. Based on the study, the researcher utilized the normative survey method for collecting data from the sample and the researcher has constructed and standardized the emotional maturity research tool and school environment research tool standardized by Dr. Karuna Shankar Mishra (2002) for his research work. The researcher randomly selected 600 samples of higher secondary school students in Cuddalore district are the population for the present research work. The researcher has utilized descriptive analysis and differential analysis for the interpretation of the data. The researcher found that the higher secondary school students of entire sample have medium level of emotional maturity and further, the study found that the higher secondary school students irrespective of their gender and locality of the school have average level of school environment. Gender and location of the school do not differ significantly in their emotional maturity. As well as, it is found that there is no significant relationship between emotional maturity and school environment of higher secondary school students.

INTRODUCTION

Emotional maturity is the process of maturing with one's age, according to his capacity, power and of his capability to use and take pleasure from them. In a wider sense, emotional maturity refers to the intensity of the person in which he has accomplished his potential has developed his ability for awareness when tackled the situations that would investigate temperament of wisely receptive and sensible person.

The concept of maturity figures prominently not only in older people but in normal as well as in disturbed children. It is also involved in the idea of emotional stability.

Emotionally matured behaviour at any step of evolution is considered as the best reflection of fruits of balanced progress in all the combining elements of growing an individual make. The cognitive definition is more versatile. An individual's said to a mature person if ones has shown the same progress in the process of evolution that expect to his/her period of time.

According to Webster's dictionary: maturity is the condition or aspect of being mature specially-

- A being full grow-up, experienced or fully developed.
- A being ideal, complete or ready.

According to Jersild's (1968) considered emotional maturity as the

capability in which ones has accomplished his potential to make his life happier and able to develop his competencies to take pleasure in things to correlate himself to others to devotion and to laugh.

Bessell (2004) referred emotional maturity as behavioral patterns that make for good adjustment in life. Lisa (2004) postulated that emotionally mature person has the ability to do anything independently able to take steps as a free agent along with the competency to affiliate eager to do something and maintain loving relationships.

Bhatia (2005) stated that a person is said to be emotionally mature if a person explicit proper emotions at the proper time and to express it in an appropriate form and in a suitable quality. Emotional maturity involves a kind of living that the most richly and fully express a person has in his/her at any level of the development.

Hence, emotional maturity is that stage of individual in which the individual is capable to face truth and work along it is have interest in give and take love is capable to learn from his experiences and capable to tolerate frustration and hostility in a constructive manner.

The road to emotional maturity involves the integration of various aspects of personality into the self. The intra and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adults personalities. The self contains everything that has passed

through consciousness; it is the most important element of consciousness. Task to drives for knowing for feeling, for creating, which are always active, we achieve a self which is more than the sum of its components and becomes a global factor in our personality. This world issue is that the distinction between the simple and also the artistic, actualizing, gifted personality.

Emotional maturity could be a demand for beginning and maintaining relationships. It is a prerequisite for long term happiness. Emotional immaturity is associated with entanglements, transferences and unsatisfying shallow relationships. Erik Erikson, the renowned psychoanalyst began his book *On Identity* (1971) with a short anecdote about his teacher, Paul Federn, who once concluded his lecture with the question: It is this emotional maturity which contributes to the integration of all the aspects of man's personality and the fulfilment of his intellectual, emotional and social needs. Actually, emotional maturity isn't solely the effective verify of temperament pattern however it conjointly helps to manage the expansion of adolescents' development. The conception "Mature" emotional behaviour of any level is that that reflects the fruits of traditional emotional development. A person UN agency is in a position to stay his emotions in restraint that is in a position to interrupt delay and to suffer while not sorrow may still be showing emotion surprised and immature. Morgan (1934) explicit the read that Associate in nursing adequate theory of

emotional maturity should understand of the complete scope of the individuality, powers and his ability to fancy the use of his powers.

OBJECTIVES OF THE STUDY

The following objectives have been formulated by the investigator for the present study,

- To find out the level of emotional maturity of higher secondary school students.
- To find out the level of school environment of higher secondary school students.
- To find out the difference if any between the following higher secondary school students in respect of their emotional maturity and
 - Gender: Male / Female
 - Locality of the School: Urban (City) / Rural (Village)
- To find out the relative influence of independent variable namely school environment on the dependent variable emotional maturity of the higher secondary school students.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated by the investigator for the present study,

- The level of emotional maturity of higher secondary school students is high.
- The level of School environment of higher secondary school students is high.
- There is a significant difference if any between the following higher secondary school students in respect of their emotional maturity and
 - Gender: Male / Female
 - Locality of the School: Urban (City) / Rural (Village)
- The independent variable contribute more on the dependent variable school environment of the higher secondary school students.

METHOD OF THE STUDY

In order to find out the solution to a problem in a scientific and systematic manner, a research design is to be prepared by the investigator. The research design is a blue print and it is an essential part of any research work. In the present study, the investigator followed the normative survey method.

The research paradigm of variables, tools, samples and statistical techniques used in the present are given in Table –1

Table 1 Research Tools

Variables	Tool Used	Sample	Statistics
Emotional maturity	Constructed and Validated by the investigator (Self made, 2023).	600 highersecondary school students	Mean / Standard Deviation/'t' testand F test

School environment	An adapted version of the School Environment Inventory (SEI) originally developed by Dr. Karuna Shankar Mishra (2002)	600 highersecondary school students	Mean / Standard Deviation/'t' testF test
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SAMPLE OF THE STUDY

In the present study the investigator applied random sampling technique to identify the institution as sample. After identification the selection of sample in the particular higher secondary school students institutions the investigator applied cluster sampling technique. In the selected higher secondary school students were taken as sample. In this way 600 higher secondary school students from 9 higher secondary school were taken as sample from Cuddalore district from Tamilnadu state. All the three tools are given to the sample of 600 higher secondary school students for data collection.

VARIABLES OF THE STUDY

In the present study is using the following variables

- Emotional maturity
- School environment

OPERATIONAL DEFINITIONS

EMOTIONAL MATURITY

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many

psycho-somatic problems such as anxiety, tension, and frustration and emotional upsets 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. Available tests are crude and the measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self- acceptance is an important aspect of maturity says it must be preceded by acceptance from others.

SCHOOL ENVIRONMENT

Generally school environment denotes the conditions prevailing in a school. It comprises the relationship among school students, teachers and teachers, students and teachers, officials of school etc. School environment can be defined as, "a school having appropriate facilities, well-managed classrooms, health facilities, disciplinary policy etc." In the study under investigation, the investigator has used School Environment Inventory developed by K.S. Misra, to measure the school

environment in relation to higher secondary level students.

HIGHER SECONDARY SCHOOL STUDENTS

Higher secondary school students means the students studying in higher secondary level i.e. plus one and plus two standards after completion of their secondary standard.

DESCRIPTIVE ANALYSIS

In this study, the investigator followed the above qualitative interpretation of the range of mean score for arriving meaningful conclusions. In the table 2 shows the mean and standard deviation values for emotional maturity. The calculated mean values are in between 81 to 120. Therefore, it is found that the higher secondary school students of entire sample have medium level of emotional maturity.

Table 2 Descriptive Statistics for Emotional Maturity Scores of Higher Secondary School Students

Categories	Sub- Samples	N	Mean	S.D	Level of Emotional maturity
Gender	Male	271	117.78	39.47	Medium
	Female	329	120.99	39.82	
Locality of the school	Rural	162	121.50	39.62	High
	Urban	438	119.55	39.78	Medium
	Entire Sample	600	120.07	39.71	Medium

The table 2 shows the emotional maturity mean score of male and female secondary school teachers is found 117.78 and 120.99 to be respectively. The emotional maturity mean score of male and female higher secondary school students are in between 81 to 120. Therefore, it is found that both male and female higher secondary school students have medium level of Emotional maturity.

The table 2 shows the emotional maturity mean score of whose locality of the school of rural higher secondary school students is found to be 121.50 and 119.55

respectively. The emotional maturity mean score of rural whose locality of the school of higher secondary school students are in between 121 to 160 and the emotional maturity mean score of urban whose locality of the school of higher secondary school students are in between 80 to 120. Therefore, it is found that rural whose locality of the school\ of higher secondary school students have high level of emotional maturity and whose locality of the school of urban higher secondary school students have medium level of emotional maturity.

DESCRIPTIVE ANALYSIS

In this study, based on normal curve of higher secondary school students secured scores in between 152.57 and 278.09 (-1 to +1) are classified as having average level of school environment. In the table 3 shows the school environment mean and standard deviation values. The calculated mean values are less than 278.09 and more than 152.57. Therefore, it is found that the higher secondary school students irrespective of their gender, locality of the school, type of management and nature of

school have average level of school environment.

The table 3 shows the school environment mean scores of male and female higher secondary school students are found to be 215.50 and 215.26 respectively. The school environment mean scores of both male and female higher secondary school students are in between normal curve value of 152.57 to 278.09. Therefore, it is found that both male and female higher secondary school students have average level of school environment.

Table 3 Descriptive Statistics for School Environment Scores of Higher Secondary School Students

Categories	Sub-Samples	N	Mean	S.D	Mean Score
Gender	Male	271	215.50	62.47	Average
	Female	329	215.26	62.95	
Locality of the school	Rural	162	215.45	64.19	Average
	Urban	438	215.29	62.30	
	Entire Sample	600	215.33	62.76	Average

The table 3 shows the school environment mean scores of higher secondary school students whose locality of the school are urban and rural are found to be 215.45 and 215.29 respectively. The school environment mean scores of higher secondary school students whose locality of the school are urban and rural are in between normal curve value of 152.57 to 278.09. Therefore, it is found that higher secondary school students whose locality of the school are urban and rural have average level of school environment.

DIFFERENTIAL ANALYSIS – EMOTIONAL MATURITY

From the above Table 4 reveals the mean, standard deviation and 't' values of male and female higher secondary school students on emotional maturity. The calculated 't' value is 0.893, which is lower than the table value of 1.97 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Further it is found that the male and female higher secondary school students do not differ significantly in their emotional maturity.

Table 4 ‘t’ Test Values for Emotional Maturity Scores – Higher Secondary School Students – Based on Gender

Gender	N	Mean	SD	‘t’ Value	Remarks
Male	271	117.78	39.47	0.893	Not Significant
Female	329	120.99	39.82		

(Level of Significance: 0.05)

Table 5 ‘t’ Test Values for Emotional Maturity Scores – Higher Secondary School Students – Based on Localty of the School

Locality of the school	N	Mean	SD	‘t’ Value	Remarks
Rural	162	121.50	39.62	0.533	Not Significant
Urban	438	119.55	39.78		

(Level of Significance: 0.05)

From the above Table 5 reveals the mean, standard deviation and ‘t’ values of rural and urban higher secondary school students on emotional maturity. The calculated ‘t’ value is 0.533, which is lower than the table value of 1.97 to be

significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted Further it is found that the rural and urban higher secondary school students do not differ significantly in their emotional maturity.

Table 6 Correlation Coefficient Values for Emotional Maturity and School Environment of Higher Secondary School Students

SI. No	Variables	N	‘r’ Value
1	Emotional maturity and School Environment	600	0.053 NS

Level of Sig-0.05, S –Significant, NS- Not Significant

Emotional maturity –School environment of Entire Sample for higher secondary school students.

In the present study, emotional maturity is also selected to find out its relationship on the independent variable school environment of the higher secondary school students. The emotional maturity and other independent variables score was correlated and the results are

given in Table 6, an emotional maturity and school environment of higher secondary school students ‘r’ value 0.053 is lesser than the table value of 0.062 to be significant at 0.05 level. Therefore, the research hypothesis is rejected and null hypothesis is accepted. Therefore, it is found that there is no significant relationship between emotional maturity

and school environment of higher secondary school students.

MAJOR FINDINGS

The following are the major findings of the present study related to higher secondary school students

EMOTIONAL MATURITY - DESCRIPTIVE ANALYSIS

- It is found that the higher secondary school students of entire sample have medium level of emotional maturity.
- It is found that both male and female higher secondary school students have medium level of emotional maturity.
- It is found that rural whose locality of the school\ of higher secondary school students have high level of emotional maturity.

SCHOOL ENVIRONMENT - DESCRIPTIVE ANALYSIS

It is found that the higher secondary school students irrespective of their gender and locality of the school have average level of school environment.

EMOTIONAL MATURITY - DIFFERENTIAL ANALYSIS

It is found that the male and female higher secondary school students do not differ significantly in their emotional maturity.

It is found that the rural and urban higher secondary school students do not differ significantly in their emotional maturity.

CORRELATION ANALYSIS

It is found that there is no significant relationship between emotional maturity and school environment of higher secondary school students.

EDUCATION IMPLICATIONS OF THE STUDY

Based on the findings and conclusion it can be inferred that the emotional maturity of higher secondary school students of entire samples are at medium level. This study will help the educational policy makers to give direction for the development of emotional maturity as a part in the curriculum and the & head of the institutions should take measure for increasing the awareness of emotional maturity for the class XI students in this modern era through implementing proper guidance & counselling system in every school. By the following study, the faith of researchers are that the students, teachers & parents will be benefitted from the findings of the study. It will help the teachers of every higher secondary schools to teach the students in a realistic & reflective way with a proper pedagogical method, so that the students can develop their maturity from the right time & hence they can learn to cope up with all situations of the present & future in a mature way. It would help the curricular designers to design the higher secondary school curriculum in such a way, that the emotional development of students along with other development can be possible. This study will also give awareness to the society to create favorable environment for the adolescents in developing their emotional maturity. Thus, the study

provides, the basic for awareness for the development & better understanding of emotional maturity in life.

In the case of the school environment of higher secondary school students the entire sample have average level. From the findings, the researcher has found that the students do not get appropriate attention from their teachers in schools. This may be due to many reasons such as lack of time spent by the teachers with their students due to overcrowded classroom and not so good interpersonal relation with peers. Therefore, there is need to give more attention by the different members of school authorities to the improve school environment.

The most important informal function of school is to develop the child emotionally. For this, the entire environment of school must be artistic. In other words, there should be garden, flower plants and other beautiful natural objects. The school building and the campus should be neat and clean. The walls of the room should be white washed annually and rooms be decorated tastefully. trips, tours, exhibitions and debates also stimulate the emotional and aesthetic sense of children who can further be infused with a sense of admiration towards truth, beauty and goodness, the high ideals of human life.

The existing literature suggested that emotional maturity and school environment are intimately connected with academic achievement and emotional instability putting students emotional state at risk which adversely affecting their academic achievement. It is the responsibility of teachers, school administrators and parents to develop a

conducive and congenial learning environment inside and outside the school to enhance optimum academic outcome and turn students into emotionally matured persons. Parents at home, teachers and administrations at school must create a favorable learning environment with maximum freedom where a student freely expresses his feelings and thoughts. Trained counselor can help the students, especially of those who suffer from emotional imbalances to recover from emotional turmoil, behavioural issues and mental health. Collectively, effort of all stakeholders to restrain negative feelings and instead focus on positive ones to deal effectively with emotional imbalances. There should be provision for the students, physical activities to refresh body and brain thereby channelizes their energy in the right direction. The government should take the necessary steps to provide better educational facilities, adequate resources and access to different facilities to students, to make them emotionally balanced.

The school administration should organize awareness programmes for the parents regarding the bad impact of the uncongenial home environment on their children's academic performance. This may help them to tackle poor home environmental factors and give importance to exuberant atmosphere for emotional, personal, social, self-development of their children.

Sports and extracurricular activities not only build physical state of health but also the refine coordination, skill and talent. Therefore, the school should organize games within as well as outside of the school for the students. It may help them

to develop a feeling of adequate advancement, growing vitality of emotions, tolerance and cordial relationship with the environment.

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