
STUDY OF EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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The modern education deals with the all-round development of the students. The student is the central point of the education. All educational policies, planes and curriculum framed for the student. Because the future of our country is the hands of present students. It is very essential that student should be free from any kind of stress, anxiety, frustration and fear. Modern education escapes the human personality from all hardships in the life. So education plays an important role in the development of the student's personality. Education enriches the pupil's personality with his present and past experiences which provide him a wider understanding of the world. There are so many different factors which influence the development of the education and contribution of the national understanding/development, the equality, the competence and the character of students are undoubtedly the most significant so it become necessary and significant that they should be emotionally mature. The present students are facing so many hardships related to the personality like mental pressure, physical changes, stress etc. For most of the student's life consists of stressful things like dealing with friends, parents being forced to study a particular course, anxiety of passing classes and finally making a career in fiercely competitive world. Modern in-service parents have no appropriate time for their children to guide them. Students are frequently trouble with their daily problems. Socially, emotionally, educationally etc. To solve the all problems of the students education play a wonderful role. But the demand of education is that child must become mature emotionally and mentally and not only physically in order to be happily adjusted to adult life. Emotional development is one of the educationally relevant aspects of individual's development. It gives us the base to all other aspects of human development and it also plays a significant role in the teaching learning process. Hence emotional development is the basic need of social development and personality development of every person. The term emotional development leads to emotional maturity which is one of the most significant aspect of personality, which goes to pronounce one's mark as a successful person.

The term emotional maturity it is very necessary and significant to define the term emotion and maturity separately, so that meaning of the collective term emotional maturity becomes clear. The term 'emotions' is derived from the Latin word 'Emovere' which means to move out, stirrup. Emotions are one of the dimensions of personal experience. There are eight types of innate emotions. These are joy,

anticipation, anger, disgust, sadness, surprised, fear and acceptance. Emotions are present in every activity of human being. A person can be called emotionally matures if he is able to express his emotions in significant degree with responsible control. Emotions play an important role in influencing learning process and area of adjustment. The emotional development of an individual starts right from infancy and passes through the various stages of growth and development. At the stage of adolescence stage emotional development reaches its maturity. At this stage various emotions such as anger, fear, hated, discrimination, pleasure, clove etc. can be clearly seen in an individual.

The emotional maturity of an individual is mostly influenced by the family background and the type of family. An important element of family structure is the family background. The emotional maturity influenced by the educational, professional and economic condition of the family. These aspects of the family status influence his emotional development. The present study is directed towards studying the fact whether the family background (socio-economic status) has any effect on the emotional maturity of students.

The family is the initial unit of all societies. This unit is the main conduct of norms and values; the chief agency of socialization. The family is the mean of solace, the most enduring of all social institutions. It is concerned with the ways in which social patterning is organized in different cultures, sociologists concerned with the ways in which the institution of the family mediates the relationship between wider society and the individual within it. The socio-economic status as one of the important element influencing parent-child relationship. A family's socio-economic status is based on family income, parental education level, parental occupation and social status in the community (Such as group associations and the community's perception of the family).

The socio-economic status is obviously a blending of the two statuses as enumerated earlier. Through none of the two can exist without each other yet they are distinctively different 'socio-economic status' appear to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them, which often do not run parallel to each others in their own areas. This inter mingling takes place in an undefined curious manner eventually to present and indicator to socio-economic status. Income refers to salaries, profits, wages, rents and any source of earnings received. Income can also come in the form of unemployment of workers compensation, social security, pensions, interests, royalties, trusts, alimony or other governmental, public or family financial assistance. Occupational prestige as one component of socio-economic status encompasses both income and educational attainment occupational status reflects the different jobs and within ranks of occupations.

EMERGENCE OF THE PROBLEM

There is no challenge facing us as a nation which transcends that of developing potential and making the best case of human resources. To foster and enhance the mental, physical, emotional and spiritual health of the children and youth is the first and foremost responsibility of the parents and teachers. During childhood and youth the basic patterns of thought, feeling and behaviour are being established; both the teachers and parents can do much towards forming the foundations of adult's happiness and effectiveness. The students are future country builders. The education system of a nation is not only linked with contemporary social and economic conditions but can be appreciated and understood only in relation with them.

Home plays a significant role in the all round development of a child parent-child in traditions and parents way to deal with children develop certain attitude among children. The first five or six year of life are critical foundation years, the child rurally continues to live with his parents and to be deeply influenced by their behaviour and attitudes, SES, income occupation, education and various other factors. Emotion plays a vital role in human life. There is hardly and sphere of human life which not touched by the afire dire tracts of the individual. No individual can personally and socially be well adjusted without being emotionally mature. Whatever the age level may be constructed us of emotions for purpose of life deepens undoubtedly upon emotional maturity. Emotional maturity by universal agreement is an essential ingredient of an educated and cultured person. It is therefore, very important that attempts should be made to discover the nature and extent of relationship between emotional maturity and the factor that influence it. The emotional maturity of an individual is greatly influenced by the family background and the family structure.

Besides this, review of related littered indicates that not much work has been done to study the emotional maturity of the students with respect to their socioeconomic status especially in the area of Amritsar. Hence the investigator felt the need to investigate a study on emotional maturity of senior secondary school students in relationship to their socio-economic status.

STATEMENT OF THE PROBLEM

STUDY OF EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

OBJECTIVES

1. To study the emotional maturity of senior secondary school students.
2. To compare the emotional maturity of boys and girls of senior secondary school.
3. To compare the emotional maturity of senior secondary school students belonging to high and low socio-economic-status.
4. To study the effect of socio-economic status and gender on the emotional maturity of senior secondary school students.

HYPOTHESES

1. There exists no significant difference in the emotional maturity of boys and girls of senior secondary schools.
2. There exists no significant difference in the emotional maturity of senior secondary school students with respect to socio economic status of the parents.
3. There is no significant interaction effect of socio-economic-status and gender on the emotional maturity of senior secondary school students.

METHOD AND PROCEDURE**DESIGN OF THE STUDY**

In accordance with hypotheses and objectives descriptive survey method has been used by the investigator.

SAMPLE

A sample of 200 has been selected from six Government senior secondary schools. From each school 40 students (20 boys, 20 girls) has been selected.

TOOL USED

1. Emotional maturity scale developed by Singh and Bhargava (1990)
2. Socio-Economic Status Scale by R.C. Bhardwaj (2005)

Statistical Techniques Used

1. Descriptive Statistics like mean, Standard deviation, Standard error of the means and t-test were calculated.
2. Two-way Anova is also calculated to know the interactional effect of Senior Secondary School Students in relation to their socio-economic-status.

Results and Discussion

HYPOTHESES I

There exists no significant difference in the emotional maturity of boys and girls of senior secondary schools.

To test this hypothesis, t-test applied to determine the significant difference between the emotional maturity of boys and girls of senior secondary schools. The result of this analysis is being reported in table 1

Table 1

Means, Standard Deviation, Standard Error and t-value of boys and girls of Senior Secondary Schools on Emotional Maturity

Groups	N	Mean	SD	SE	t-ratio	Level of Significance
Boys	100	131.2	19.2	2.96	2.50	Significant at 0.05 level
Girls	100	123.8	22.5			

The table 1 reveals that t-ratio 2.50 was found to be significant at the 0.05 level of confidence. It suggests that two groups were different, beyond the contribution of chance. The null hypothesis stating that *there exists no significant difference between the emotional maturity of boys and girls of senior secondary schools* was rejected at the specified level.

It may be concluded that emotional intelligence of boys and girls of senior secondary schools was different.

HYPOTHESES II

There exists no significant difference in the emotional maturity of senior secondary school students with respect to socio economic status of the parents.

To test this hypothesis, t-test applied to determine the significant difference between the emotional maturity of senior secondary school students with respect to socio-economic status of parents. The result of this analysis is being reported in table 2

Table 2

Means, Standard Deviation, Standard Error and t-value of emotional maturity of Senior Secondary School students with respect to socio economic status of parents

Groups	N	Mean	SD	SE	t-ratio	Level of Significance
Upper class	57	128.70	19.60	3.87	2.19	Significant at 0.05 level
Lower class	51	120.22	20.5			

The table 2 reveals that t-ratio 2.19 was found to be significant at the 0.05 level of confidence. It suggests that two groups were different, beyond the contribution of chance. The null hypothesis stating that *there exists no significant difference between the emotional maturity of senior secondary school students with respect to socio economic status of parents* was rejected at the specified level.

It may be concluded that emotional intelligence of upper class and lower class senior secondary school students was different.

HYPOTHESES III

There is no significant interaction effect of socio-economic-status and gender on the emotional maturity of senior secondary school students.

The mean scores on emotional maturity of senior secondary school students in terms of levels of socio-economic status and gender along with their standard deviations in 2x2 factorial design is given in table 3.

In order to find out the significance of mean differences between levels of socio-economic status and gender on emotional maturity, two way analysis of variance was carried out, the results of which are reported in table 4.

Table 3**Means and standard deviations of Emotional Maturity among Senior Secondary School Students in Socio-Economic Status x Gender Factorial Design**

Groups		Socio-Economic Status				Total	
		Upper Class		Lower Class			
		Mean	SD	Mean	SD	Mean	SD
Gender	Boys	170.86	4.76	82	10.84	126.43	7.8
	Girls	166.29	4.20	92.85	12.24	129.57	8.22
Total		168.57	4.48	87.43	11.54	128	8.01

The table 3 depicts that upper socio-economic status of senior secondary school boys have the mean score 170.86 on emotional maturity, whereas in case of lower socio-economic status of secondary school boys have mean score 82 on emotional maturity. The upper socio-economic status of senior secondary school girls have the mean score 166.29, whereas in case of lower socio-economic status of senior secondary school girls have mean score 92.85.

To test the significance of mean differences across upper and lower levels of socio-economic status in terms of gender and their interaction effect on emotional maturity, two way analysis of variance was carried out, the summary of which is reported in table 4.

Table 4**Summary of Analysis of Variance****(Socio-Economic Status x Gender): Emotional Maturity**

Source of Variation	SS	df	MS	F-value
Socio-Economic Status (A)	46089.14	1	46089.14	513.76*
Gender (B)	69.14	1	69.14	0.77**
Interaction (AxB)	416.57	1	416.57	4.64*
Within	2153.15	24	89.71	

*Significant at 0.05 level

** Insignificant at level 0.05

The table 4 reveals that the F-values for the main effects of socio-economic status and interaction effect of socio-economic status x gender on emotional maturity came out to be 513.76 and 4.64, which are insignificant at 0.05 level but the main effects of gender came out to be 0.77, which is insignificant at 0.05 level. The null hypothesis *"There is no significant interaction effect of socio-economic status and gender on emotional maturity of senior secondary school students"* was rejected.

This hereby concludes that senior secondary school students differ significantly in their emotional maturity across upper and lower levels of socio-economic status and levels of gender.

CONCLUSION

The results revealed that there is significant difference in the emotional maturity of boys and girls of senior secondary schools. It may be the reason of boys are more emotionally mature as compared to girls. They have much control on their emotion than girls. It was found that there is significant difference in the emotional maturity of senior secondary school students with respect to socio-economic status of the parents. The finding is due to the influence of family background and type of family, family structure greatly influences the emotional maturity of the students. Emotional maturity is also largely influenced by education, professional and economic conditions of the family. The result shows that There is significant interaction effect of socio-economic status and gender on emotional maturity of senior secondary school students. The girls of senior secondary school in the urban area belong to higher socio economic status family are well established in terms of job, profession emotionally matured than the girls of senior secondary school in the rural area and belong to middle or lower socio economic status family who are not well established in terms of job and profession.

EDUCATIONAL IMPLICATIONS

Teacher can play an active role in the development of emotional maturity in his/her students by following certain steps like.

- First of all, teachers of education should take up as their moral responsibility to sharpen the emotional maturity of students keeping in mind the socio- economic status. They should ignore that age factor of their students while teaching and learning.
- Certain specific theme training programmes should be introduced for the students in order to train them to cope the emotional turmoils. The students should be encouraged to participate in lectures, showing emotional coping stories.

- The teachers should organize the seminars, conferences, symposia, workshops, discussions, debates on emotional maturity with respect to socio- economic status.
- The teachers should not only have sound and appropriate theoretical knowledge but also one should know how the knowledge could be practically given to students.
- Apart from stressing on higher levels of achievement in curriculum, the schools should foster on the development of wholesome personality of the students.
- There is urgent need of guidance and counseling cells in the senior secondary schools. The counselors provide support to students and show them ways to tackle with their unfavourable behaviour by making use of various techniques.
- The significance of Yoga, NSS and NCC should not be ignored. It should be compulsory for all the students.
- Teacher should modify his behaviour taking into consideration that the school is located in urban or rural areas.
- The teacher should portray himself the way he/she wants his students to act. Therefore, one should be polite, caring, concerned and a problem solver for the students. He should as a role model.

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