

## Emotional Maturity among Adolescents: A Study of Senior Secondary School Students

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### ABSTRACT

The present research has been designed to study emotional maturity which is an important aspect of our daily life. Directly or indirectly it is affecting everyone living in a society. The study aimed to find out the significant difference in emotional maturity among senior secondary school students with respect to their gender (i.e. male and female); type of schools (i.e. government and private); streams (i.e. science, arts and commerce); type of families (i.e. joint and nuclear); social category (i.e. general and scheduled castes); and type of locality (i.e. rural and urban). The Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012) was employed to study emotional maturity. The sample consisted of 120 senior secondary school students, out of which 60 were males and 60 were females. Collected data was analyzed through mean, standard deviation and t-test. The results revealed that there was no significant difference in emotional maturity among senior secondary school students in relation to their gender (male and female); type of school (i.e. government and private); stream (i.e. science and arts) and locality (i.e. rural and urban). There was a significant difference in the emotional maturity among senior secondary school students in relation to their type of family (i.e. joint and nuclear) and social category (general and scheduled castes).

**Keywords**-Emotional maturity, maturity, senior secondary school students.

### I. INTRODUCTION

Emotional imbalance can be seen in people of almost all generations. Today people are not able to make time for oneself and the loved ones in materialistic life. In this era, being emotionally mature has become an essential aspect of life so that human being can live their life smoothly. Emotionally mature individuals demonstrate resilience, empathy and a keen understanding of their own and others' emotions (Understanding Emotional Maturity, n.d.). An emotionally mature person manages their emotions well even in difficult situations, takes accountability, accepts to be vulnerable, and shows empathy to others

(Lamothe, 2020). A person, who is emotionally mature, is one who has almost all types of emotions (both positive and negative) and is able to express them appropriately, efficiently and timely in different situations of life. Thus emotional maturity is a state of balanced feelings and self-control (Puar, 2014).

#### **Emotional Maturity**

Emotional maturity means the degree to which a person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of

courage, such as must be assumed by persons afraid to admit that they are afraid. One of the goals of adolescent development is to make some progress toward achieving emotional maturity (Jersild, 1963).

According to Crow and Crow (1974) The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behavior.

## II. REVIEW OF RELATED LITERATURE

**Brahmbhat (2016)** conducted a study on emotional maturity among higher secondary school students. Results revealed that there was a significant difference among higher secondary school students in relation to their gender and locality. There was also a significant interaction effect between gender and locality. **Biswas (2018)** studied emotional maturity of students of higher secondary schools. He found no significant difference among higher secondary school students on the basis of their gender and location. **Gandhi (2019)** conducted a study on emotional maturity among senior secondary school students in relation to their home environment. The study exposed a negative correlation between emotional maturity and home environment of senior secondary school students. It was found that there was no significant difference in emotional maturity in their gender while there was a significant difference in home environment of senior secondary school students in relation to their gender. **Majumdar and Das (2019)** studied emotional maturity among secondary school students. Study revealed that Government school students of class 9th were more emotionally mature than the private school students of class 9th; there was a significant difference between secondary school boys and girls. **Kasundra and Singh (2020)** conducted a study on emotional maturity among school students of Rajkot, Gujarat. The study revealed significant difference among secondary and higher school students. **Patowary (2020)** in his study on emotional maturity of higher secondary school students revealed that majority of higher secondary school students' emotional maturity level was high. There was a significant difference between male and female students, while there was no significant difference between the students of joint and nuclear families. A significant difference was found between the students with siblings and with no siblings with respect to emotional maturity. There was a significant difference between boys and girls school students. **Kamala and Lakshmi (2021)** conducted a study on emotional maturity of secondary school students Krishna district and found that 95.05 % of the students had very high emotional maturity; there

was no significant difference in gender and locality. **Chavda and Chaudhary (2021)** conducted a study on emotional maturity of higher secondary school students. The results revealed that there was no significant difference among higher secondary school students in relation to their gender and locality. **Chaudhari and Shukla (2022)** conducted a study on emotional maturity among secondary school students. Study showed that there was no Significant difference between boys and girls of secondary school students while there was a significant difference between the mean scores of emotional maturity among the secondary school students of urban and rural area. **Thomas and Godwin (2022)** conducted a study on emotional maturity of higher secondary school students of Ernakulan district of Kerala. Results revealed that 41 percent students were in the condition of 'extremely unstable.' Girls showed higher emotional maturity than boys while there was no significant difference between boys and girls. It was found that emotional Instability regression social maladjustment personality disintegration and lack of independence are positively correlated with each other. **Kaul and Khajuria (2022)** studied the effect of emotional maturity of senior secondary school students in relation to their stream. The findings revealed that there was a significant difference between boys and girls of senior secondary school students of science and arts stream regarding their emotional maturity. Significant difference was also found in the level of school students of science stream and arts stream. **Rai and Subba (2024)** in their study on emotional maturity of higher secondary school students of Darjeeling state that there was a significant difference among higher secondary school students with respect to their locality and type of school. There was no significant difference in emotional maturity of higher secondary school students with respect to their gender.

### *Objectives of the Study*

- To find out the significant difference in emotional maturity among senior secondary school students in relation to their gender i.e. male and female.
- To find out the significant difference in emotional maturity among senior secondary school students in relation to their type of school i.e. government and private.
- To find out the significant difference in emotional maturity among senior secondary school students in relation to their stream i.e. science and arts.
- To find out the significant difference in emotional maturity among senior secondary school students in relation to their type of family i.e. joint and nuclear.
- To find out the significant difference in emotional maturity among senior secondary school students in relation to their social category i.e. general and scheduled castes.
- To find out the significant difference in emotional maturity among senior secondary school students in relation to their locality i.e. rural and urban.

**Hypotheses of the Study**

- There is no significant difference in emotional maturity among senior secondary school students in relation to their gender i.e. male and female.
- There is no significant difference in emotional maturity among senior secondary school students in relation to their type of school i.e. government and private.
- There is no significant difference in emotional maturity among senior secondary school students in relation to their stream i.e. science and arts.
- There is no significant difference in emotional maturity among senior secondary school students in relation to their type of family i.e. joint and nuclear.
- There is no significant difference in emotional maturity among senior secondary school students in relation to their social category i.e. general and scheduled castes.
- There is no significant difference in emotional maturity among senior secondary school students in relation to their type of locality i.e. rural and urban.

**III. RESEARCH METHOD**

Survey technique was used to conduct the present study. The sample consisted of 120 students studying 11<sup>th</sup> and 12<sup>th</sup> classes of Solan district of Himachal Pradesh.

**Variables**

**Independent Variable:** Emotional Maturity.

**Dependent Variables:** Gender (Male and Female); Type of School (Government and Private); Streams

(Science and Arts); Type of family (Joint and Nuclear); Social Category (General and Scheduled castes); Type of locality (Rural and Urban).

**Tool**

The Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012) was employed to study the emotional maturity. The scale comprised of 48 items. Scale was comprised of both negative and positive items.

**Procedure of data collection**

Researcher visited all the schools to collect the data. For data collection, Principals of all the government and private schools were asked for their permission to conduct the study in their schools. Researcher provided printed questionnaire to all the participants and gave brief explanation of the questionnaire. After brief explanation researcher explained all the items to the participants. Participants took around about 30-35 minutes to fill the questionnaire.

**Statistical technique used**

To study the significant difference between different variables, mean, standard deviation and t-test was used.

**IV. RESULTS AND DISCUSSIONS**

**Hypotheses 1:** There is no significant difference in emotional maturity among senior secondary school students in relation to their gender i.e. male and female.

**Table 1: Gender-wise differences in emotional maturity among Senior Secondary School Students**

Gender	N	Mean	SD	df	't' value	Level of Significance
Male	60	120.56	24.25	118	0.52	NS
Female	60	122.80	22.48			

NS- Not statistically significant at 0.05 level of significance

Table 1 indicates that the mean score of emotional maturity among male and female senior secondary schools students are 120.56 and 122.80 respectively, with standard deviations of 24.25 and 22.48. It shows that the computed value of 't' for studying the significance of difference between means of emotional maturity among male and female senior secondary school students come out to 0.52, which is non significant at 0.05 level of significance for 118 df. This indicates that there is no significant difference in

emotional maturity among senior secondary school students at two levels of gender i.e. male and female.

Hence, the hypotheses 1 as stated above: "There is no significant difference in emotional maturity among senior secondary school students in relation to their gender i.e. male and female", is accepted.

**Hypotheses 2:** There is no significant difference in emotional maturity among senior secondary school students in relation to their type of school i.e. government and private.

**Table 2: School-wise differences in emotional maturity among Senior Secondary School Students**

Type of School	N	Mean	SD	df	't' value	Level of Significance
Government	60	123.91	21.88	118	1.05	NS
Private	60	119.45	24.64			

NS- Not statistically significant at 0.05 level of significance

Table 2 indicates that the mean score of emotional maturity among government and private senior secondary schools students are 123.91 and 119.45 respectively, with standard deviations of 21.88 and 24.64. It shows that the computed value of ‘t’ for studying the significance of difference between means of emotional maturity among government and private senior secondary school students come out to 1.05, which is non significant at 0.05 level of significance for 118 df. This indicates that there is no significant difference in emotional maturity among senior

secondary school students at two levels of type of school i.e. government and private.

**Hence, the hypotheses 2 as stated above: “There is no significant difference in emotional maturity among senior secondary school students in relation to their type of school i.e. government and private”, is accepted.**

**Hypotheses 3: There is no significant difference in emotional maturity among senior secondary school students in relation to their stream i.e. science and arts.**

**Table 3: Stream-wise differences in emotional maturity among Senior Secondary School Students**

Type of Stream	N	Mean	SD	df	‘t’ value	Level of Significance
Science	52	120.90	27.41	118	0.31	NS
Arts	68	122.27	19.80			

**NS- Not statistically significant at 0.05 level of significance**

Table 3 indicates that the mean score of emotional maturity among science and arts senior secondary schools students are 120.90 and 122.27 respectively, with standard deviations of 27.41 and 19.80. It shows that the computed value of ‘t’ for studying the significance of difference between means of emotional maturity among science and arts senior secondary school students come out to 0.31, which is non significant at 0.05 level of significance for 118 df. This indicates that there is no significant difference in

emotional maturity among senior secondary school students at two levels of stream i.e. science and arts.

**Hence, the hypotheses 3 as stated above: “There is no significant difference in emotional maturity among senior secondary school students in relation to their stream i.e. science and arts”, is accepted.**

**Hypotheses 4: There is no significant difference in emotional maturity among senior secondary school students in relation to their type of family i.e. joint and nuclear.**

**Table 4: Family-wise differences in emotional maturity among Senior Secondary School Students**

Type of Family	N	Mean	SD	df	‘t’ value	Level of Significance
Joint	54	115.25	20.77	118	2.80	*S
Nuclear	66	126.93	24.10			

**\*S- Statistically significant at 0.01 level of significance**

**Table value of ‘t’ for df 118 at 0.01 level of significance = 2.62**

Table 4 indicates that the mean score of emotional maturity among joint and nuclear senior secondary schools students are 115.25 and 126.93 respectively, with standard deviations of 20.77 and 24.10. It shows that the computed value of ‘t’ for studying the significance of difference between means of emotional maturity among joint and nuclear senior secondary school students come out to 2.80, which is statistically significant at 0.01 level of significance for

118 df. This indicates that there is a significant difference in emotional maturity among senior secondary school students at two levels of type of family i.e. joint and nuclear.

**Hence, the hypotheses 4 as stated above: “There is no significant difference in emotional maturity among senior secondary school students in relation to their type of family i.e. joint and nuclear”, is rejected.**

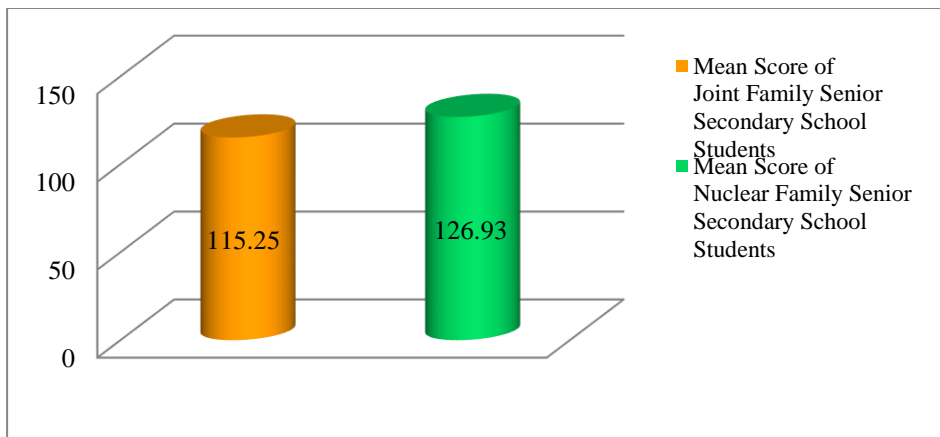


Figure 1: Reveals that the joint family senior secondary school students emotional maturity mean score (m=115.25) is lower than nuclear family senior secondary school students emotional maturity mean score (m=126.53).

From the above analysis, it may be interpreted that:

There is a significant difference in emotional maturity among senior secondary school students in relation to their type of family i.e. joint and nuclear.

**Hypotheses 5:** There is no significant difference in emotional maturity among senior secondary school students in relation to their social category i.e. general and scheduled castes.

Table 5: Social category-wise differences in emotional maturity among Senior Secondary School Students

Social Category	N	Mean	SD	df	't' value	Level of Significance
General	61	116.91	22.56	118	2.31	**S
Scheduled castes	59	126.61	23.24			

**\*\*S-** Statistically significant at 0.05 level of significance'  
Table value of 't' for df 118 at 0.05 level of significance = 1.98

Table 5 indicates that the mean score of emotional maturity among general and scheduled castes senior secondary schools students are 116.91 and 126.61 respectively, with standard deviations of 22.56 and 23.24. It shows that the computed value of 't' for studying the significance of difference between means of emotional maturity among general and scheduled castes senior secondary school students come out to 2.31, which is statistically significant at 0.05 level of

significance for 118 df. This indicates that there is a significant difference in emotional maturity among senior secondary school students at two levels of social category i.e. general and scheduled castes.

Hence, the hypotheses 5 as stated above: "There is no significant difference in emotional maturity among senior secondary school students in relation to their social category i.e. general and scheduled castes", is rejected.

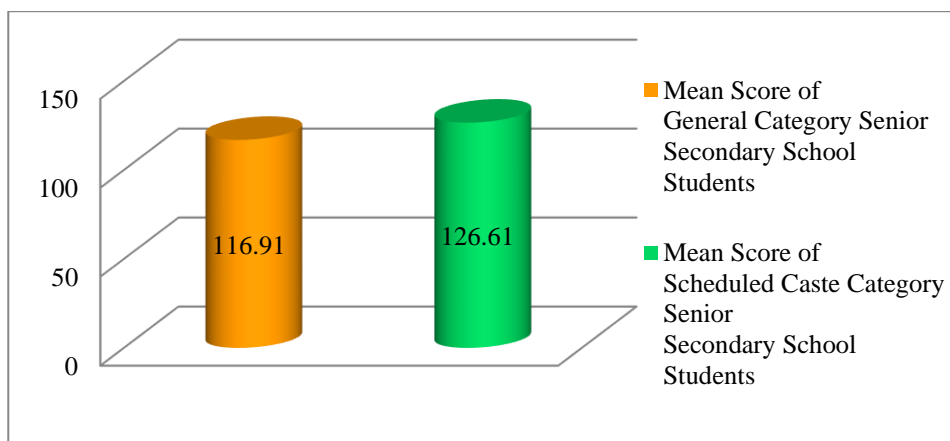


Figure 2: Reveals that the joint family senior secondary school students emotional maturity mean score (m=116.91) is lower than nuclear family senior secondary school students emotional maturity mean score (m=126.61).



From the above analysis, it may be interpreted that:

There is a significant difference in emotional maturity among senior secondary school students in relation to their social category i.e. general and scheduled castes.

**Hypotheses 6: There is no significant difference in emotional maturity among senior secondary school students in relation to their locality i.e. rural and urban.**

**Table 6: Locality-wise differences in emotional maturity among Senior Secondary School Students**

Locality	N	Mean	SD	df	't' value	Level of Significance
Rural	64	119.45	21.10	118	1.12	NS
Urban	56	124.23	25.56			

NS- Not statistically significant at 0.05 level of significance

Table 6 indicates that the mean score of emotional maturity among rural and urban senior secondary schools students are 119.45 and 124.53 respectively, with standard deviations of 21.10 and 25.56. It shows that the computed value of 't' for studying the significance of difference between means of emotional maturity among rural and urban senior secondary school students come out to 1.12, which is non significant at 0.05 level of significance for 118 df. This indicates that there is no significant difference in emotional maturity among senior secondary school students at two levels of locality i.e. rural and urban.

**Hence, the hypotheses 6 as stated above: "There is no significant difference in emotional maturity among senior secondary school students in relation to their locality i.e. rural and urban.", is accepted.**

## V. CONCLUSION

Results of the above study show that there is no significant difference in emotional maturity among senior secondary school students in relation to their gender (male and female); type of school (i.e. government and private); stream (i.e. science and arts) and locality (i.e. rural and urban). A significant difference can be seen in the emotional maturity among senior secondary school students in relation to their type of family (rural and urban) and social category (general and scheduled castes).

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