



Emotional Maturity of School Students of Siliguri in Relation with Personal Variables

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Abstract:

As a person grows emotionally mature, they work to improve their emotional well-being on all levels, from the inside out. Heterosexuality, empathy, a propensity to mimic the actions and attitudes of others, and the ability to control one's own emotional reactions are all hallmarks of a fully developed individual. Hence, a mature emotionally isn't necessarily someone who has dealt with all the things that made them angry or anxious; rather, he is someone who is always working to obtain a better understanding of himself and who is fighting for a more balanced relationship between his feelings, thoughts, and actions. The research set out to examine the relationship between gender and family type in terms of overall and component-wise variability in the emotional maturity of students enrolled in higher secondary schools. The method of normative survey was chosen. A hundred kids were chosen at random from four different Siliguri schools. For this study, the researchers consulted the Emotional Maturity Scale (EMS-SB) created by Bharagava and Singh (2005). The study found that regardless of family type, there is a significant disparity in emotional maturity and that the majority of kids lack emotional maturity.

Keywords: Emotional maturity, Emotional stability, Emotional independence etc.

Introduction:

Emotional maturity is defined as, "A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally". In a nutshell, emotional maturity is learning to rein in one's impulses by relying on one's "self" in decision-making. Not only does emotional maturity aid in controlling the growth of adolescents' development, but it is also an efficient predictor of personality pattern. Emotional conduct that exhibits the characteristics typical of a person's developmental stage is considered "mature" at any level. Even someone who is emotionally stable—able to overcome obstacles and endure hardship without wallflowering—may be emotionally naive and immature at heart. According to Morgan (1934), a comprehensive explanation of emotional maturity needs to consider the whole range of an individual's power, including his capacity to enjoy exercising that power.

Components of emotional maturity:

a. Emotional Stability: It describes a person's personality traits that make them resistant to extreme reactions, mood swings, or dramatic shifts in any emotional circumstance. The emotionally stable individual can adapt to any circumstance and carry out the necessary tasks.

b. Emotional Progression: A sense of sufficient progress and increasing emotional vigour in regard to one's surroundings is what this term alludes to, in order to guarantee a positive frame of mind infused with justice and contentment.

c. Social Adjustment: Interaction between an individual's needs and the demands of their social environment in each particular situation is what this term alludes to, with the goal of achieving and maintaining a preferred relationship between the two.

d. Personality Integration: Harmonious interactions and de-escalation of inner conflict in the undeterred display of behaviour are the outcomes of bringing together the many aspects of an individual's motives and dynamic tendencies.

e. Independence: A person's ability to rely on his own judgement based on facts and make use of his intellectual and creative abilities is a manifestation of his attitude towards self-reliance and resistance to external control.

Among the traits elucidated by Kaplan and Baron as indicative of emotional maturity is the ability to tolerate delays in the fulfilment of basic demands. A fair quantity of frustration does not affect him. He can put things off or adjust his expectations based on what the situation needs, and he believes in planning for the future. Adjusting well to one's own needs as well as those of one's family, friends, classmates, community, and culture are hallmarks of an emotionally developed youngster. However, being mature entails more than just being able to act and think in such a way; it also requires being able to truly enjoy such things. Being able to handle stress well is the most telling indicator of emotional maturity. Other symptoms include the adolescent's moodiness and sentimentality as well as his apathy to certain stimuli. Furthermore, the ability to enjoy leisure activities is retained by emotionally mature individuals. Having fun and being responsible are two sides of the same coin for him.

There was no positive and significant relationship between home environment and emotional maturity among urban students studying in government colleges, those with high socio-economic status, and students younger than 20 years of age, according to research by Jadhav (2010), who examined college-going students in the Belgaum District of Karnataka. Students' emotional maturity was the anticipated outcome of Subbarayan's (2011) research. College students' emotional maturity was very unstable, according to the study's results. Additionally, there was no correlation between the emotional maturity of college students and factors such as sex, community, or family type. According to research by Mahmoudi (2012), who examined students' levels of emotional maturity and adjustment, a strong positive association was found between the two. According to research by Aashra (2013), who compared graduate and post-graduate students on the effects of emotional maturity and self-actualization, the former group had significantly higher levels of emotional maturity. In terms of self-actualization, graduate and post-graduate students differed significantly. Sinha (2014) looked at college students' emotional maturity and adjustment levels to determine how gender influenced these variables. In terms of emotional maturity and adjustment perspective, the results showed that girls' and boys' students were significantly different.

Rationale of the study:

- These days, kids and teens alike are having a tough time of it. Anxiety, tension, impatience, and emotional disturbances are among the many psycho-somatic issues that have their roots in these challenges. Emotional life science is so rapidly becoming a legitimate scientific discipline on par with anatomy. Forces, intensities, and numbers are the main topics of this field. The current tests mainly assess the level of reliance and are somewhat basic. The many facets of emotional development are assessed by this exam, though. Emotional maturity is not a pathological symptom but rather a natural and crucial consequence of students' growth and development. It is important to recognise this fact. A person's actions are significantly impacted by their level of emotional

maturity. It is critical for pupils to exhibit a pattern of emotional maturity because they will be the foundation of future generations. Accordingly, the purpose of this research is to assess the level of emotional maturity among seniors in high school.

- During the research, the researcher aimed to answer the following questions.
- Does the gender and kind of family variance affect the students' emotional stability?
- How far along are the students emotionally, taking into account factors like gender and family composition?
- Is there a difference in the kids' social adjustment based on gender and household composition?
- How well do the pupils' personalities mesh with their gender and the various forms of genetic variation?
- How gender-and family-type-specific are the students' levels of independence?

Therefore, the problem is stated as "EMOTIONAL MATURITY OF SCHOOL STUDENTS OF SILIGURI IN RELATION WITH PERSONAL VARIABLES".

Objectives of the Study:

- Look into how gender and family structure affect pupils' emotional stability.
- To investigate how students' emotional development varies by gender and family composition.
- Learn how students' social adjustment varies by gender and household type.
- To learn how pupils' personalities develop in connection to gender and familial type.
- To investigate differences in student autonomy according to gender and family composition.

Hypothesis of the Study

The null hypotheses for the research topic are as follows:

- Ho₁: There is no significant difference in the emotional stability of students in relation to gender variation.
- Ho₂: There is no significant difference in the emotional stability of students in relation to type of family variation.
- Ho₃: There is no significant difference in the emotional progression of students in relation to gender variation.
- Ho₄: There is no significant difference in the emotional progression of students in relation to type of family variation.
- Ho₅: There is no significant difference in the social adjustment of students in relation to gender variation.
- Ho₆: There is no significant difference in the social adjustment of students in relation to type of family variation.
- Ho₇: There is no significant difference in the personality integration of students in relation to gender variation.

Ho₈: There is no significant difference in the personality integration of students in relation to type of family variation.

Ho₉: There is no significant difference in the independence of students in relation to gender variation.

Ho₁₀: There is no significant difference in the independence of students in relation to type of family variation.

Methodology:

The Design: In order to gather relevant information on the subject area, the present research utilised a normative survey method. Because of this, the research employed a methodology that is ex-post facto in character and material.

Sample: A sample of 100 students from 4 schools of Siliguri was selected by simple random sampling procedure.

Tools used for the Study: For this study, the researchers consulted the Emotional Maturity Scale (EMS-SB) created by Bharagava and Singh (2005). It is comprised of 48 items that cover various aspects of emotional maturity-related concerns or issues.

Analysis and Interpretation of data: Hypotheses testing

The investigator attempted to analyse the data in terms of the earlier defined objectives and hypotheses under this subsection. The sample was divided into two subsamples for this purpose: one for nuclear families and another for joint families. For the sake of statistical comparison, the 't' ratios were computed and reported in every single example. We generated 't' ratios and evaluated them for significance at both the 0.05 and 0.01 levels of significance to find out whether there was a statistically significant difference between the means and variances of the contrasts. We then accepted or rejected the hypotheses based on the results. This study's findings and interpretation are in line with those of previous research. Below, you may find the details.

Analysis of Emotional Maturity of Students in Relation to Gender Variation (In Total)

In order to test to test the gender difference in emotional maturity (in total) of students 't' ratio had been calculated and presented below:

Table 1: Test of significance of difference on Emotional Maturity of students (in total) due to gender variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Gender	Boy	50	109.46	30.36	5.98	1.18	NS
	Girl	50	116.56	29.45			

Not Significant (NS) denotes a p-value of 1.98 at the 0.05 level and 2.63 at the 0.01 level for degrees of freedom (98).

The acquired result of the 't' ratio, 1.18, was smaller than the table value 0.05 level= 1.98 and 0.01 level= 2.63, as is clearly shown in the above table. Therefore, we may conclude that there was no significant difference between boys' and girls' emotional maturity levels, since the 't' ratio (1.18 in the case of gender variation) was not significant at the 0.05 and 0.01 level. The findings were consistent with those of previous research by Sivakumar (2010), who also discovered no gender gap in emotional maturity.

Analysis of Emotional Maturity of Students in Relation to Type of Family Variation(Total)

In order to test to test the type of family difference in emotional maturity (total) of students 't' ratio had been calculated and presented below:

Table 2: Test of significance of difference on Emotional Maturity of students (total) due to type of family variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Type of family	Nuclear	50	116.52	31.04	5.98	1.17	NS
	Joint	50	109.5	28.75			

The obtained result of the 't' ratio, 1.17, was smaller than the table value 0.05 level= 1.98 and 0.01 level= 2.63, as is clearly shown in the above table. Therefore, we can infer that there was no significant difference in their emotional maturity due to kind of family difference, as the 't' ratio (1.17 in this example) was not significant at the 0.05 and 0.01 levels. The findings were consistent with those of previous research by John Louis and Doss (2007), who also discovered no change as a result of family variation type.

Analysis of Emotional Stability of Students in Relation to Gender Variation

Finding out how students' emotional stability varied by gender was one of the study's aims. To test this, we first established that "there will be no significant difference in the emotional stability of students in relation to gender variation." This is the null hypothesis Ho1. A 't' ratio was computed and displayed below to examine whether there is a difference in the emotional stability of pupils based on their gender:

Table 3: Test of significance of difference on Emotional Stability of students due to gender variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Gender	Boy	50	23.38	7.58	1.51	1.35	NS
	Girl	50	25.42	7.50			

The obtained result of the 't' ratio, 1.17, was smaller than the table value 0.05 level= 1.98 and 0.01 level= 2.63, as is clearly shown in the above table. Therefore, we can infer that there was no significant difference in their emotional maturity due to kind of family difference, as the 't' ratio (1.17 in this example) was not significant at the 0.05 and 0.01 levels. The findings were consistent with those of previous research by John Louis and Doss (2007), who also discovered no change as a result of family variation type.

Analysis of Emotional Stability of Students in Relation to type of family Variation

Estimating students' emotional stability in relation to family type variance was one of the study's aims. The following is the formulation of the null hypothesis Ho2 for this purpose: There will be no discernible variance in students' emotional stability based on the sort of familial variation. The 't' ratio was determined for the study's appropriateness using the formula presented in the table below.

Table 4: Test of significance of difference on Emotional Stability of students due to type of family variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Type of Family	Nuclear	50	24.86	7.27	1.52	0.61	NS
	Joint	50	23.94	7.91			

Based on the data provided, it is clear that the computed ‘t’ ratio value of 0.61 is lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance. Therefore, there is no way that the ‘t’ ratio could have any weight. There was no statistically significant difference in the emotional stability of students from nuclear families compared to those from mixed families, hence Ho2 could not be rejected

Analysis of Emotional Progression of Students in Relation to Gender Variation

Estimating students’ emotional progression in regard to gender variation was one of the study’s objectives. “There will be no significant difference in the emotional progression of students in relation to gender variation.” This is the null hypothesis Ho3 that was established for this purpose. The following table displays the results of the t-test, which was used to determine the study’s appropriateness and to examine any differences in emotional growth.

Table 5: Test of significance of difference on Emotional Progression of students due to Gender variation

Variation	Sub Sample	N	M	SD	SE _D	‘t’	Remark
Gender	Boy	50	23.12	7.28	1.54	1.45	NS
	Girl	50	25.36	8.12			

On the above given data it was quite evident that the obtained value of ‘t’ ratio was 1.45 and less than table value which is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Hence the ‘t’ ratio could not be significant. So the null hypothesis Ho₂ could not be rejected and it was concluded that there was no significant difference between boy and girl students in their emotion progression.

Analysis of Emotional Progression of Students in Relation to type of family Variation

The study set out to do a number of things, one of which was to determine what kind of family variety is associated with students’ emotional progression. Specifically, we hypothesized that “there will be no significant difference in the emotional progression of students in relation to type of family variation.” This is the null hypothesis Ho4. The following table shows the results of calculating the ‘t’ ratio, which was used to determine the study’s appropriateness and to test for differences in emotional growth between families.

Table 6: Test of significance of difference on Emotional Progression of students due to type of family variation

Variation	Sub Sample	N	M	SD	SE _D	‘t’	Remark
Type of family	Nuclear	50	25.08	8.22	1.54	1.09	NS
	Joint	50	23.4	7.23			

The resulting ‘t’ ratio value of 1.09 was clearly lower than the table value of 1.98 at the 0.05 level of significance and 2.63 at the 0.01 level of significance, based on the data provided above. Therefore, there is no way that the ‘t’ ratio could have any weight. As a result, we cannot rule out the possibility that students’ emotional development differed significantly depending on their family composition, and we must accept the null hypothesis Ho4.

Analysis of Social Adjustment of Students in Relation to Gender Variation

Among the study's aims was the estimation of students' social adjustment in regard to gender variation. Here, we test the null hypothesis (Ho₅) Students' social adjustment will not differ significantly based on their gender. The following table displays the results of the t-test, which was used to determine the study's appropriateness and to examine any differences in social adjustment.

Table 7: Test of significance of difference on Social Adjustment of students due to Gender variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Gender	Boy	50	22.92	7.50	1.44	0.40	NS
	Girl	50	23.5	6.84			

On the above given data it was quite evident that the obtained value of 't' ratio was 0.40 and less than table value which is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Hence the 't' ratio(0.04) could not be significant. So the null hypothesis Ho₅ could not be rejected and it was concluded that there was no significant difference between boy and girl students in their social adjustment.

Analysis of Social Adjustment of Students in Relation to type of family Variation

One of the objectives of the study was to estimate the social adjustment of students in relation to type of family variation. For this the null hypothesis Ho₆ There will be no significant difference in the social adjustment of students in relation to type of family variation. For the appropriateness of the study and in order to test the type of family differences in social adjustment, 't' ratio was calculated as shown in the following table.

Table 8: Test of significance of difference on Social Adjustment of students due to type of family variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Type of Family	Nuclear	50	24.78	7.42	1.40	2.24	S
	Joint	50	21.64	6.56			

On the above given data it was quite evident that the obtained value of 't' ratio was 2.24 which was greater than table value which is 1.98 at 0.05 level but lesser than 2.63 at 0.01 level of significance. Hence the 't' ratio(2.24) in case of type of family variation was significant at 0.05 level. So the null hypothesis Ho₆ could be rejected and it was concluded that there was significant difference between students in their social adjustment due to difference in type of family. The result was in the conformity of the research conducted by Sharma (2012), Sinha (2014) and Mahmoudi (2012).

Analysis of Personality Integration of Students in Relation to Gender Variation

One of the objectives of the study was to estimate the Personality Integration of students in relation to gender variation. For this the null hypothesis Ho₇ "There will be no significant difference in the personality integration of students in relation to gender variation". For the appropriateness of the study and in order to test the differences in social adjustment the 't' ratio was calculated as shown in the following table.

Table 9: Test of significance of difference on Personality Integration of students due to Gender variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Gender	Boy	50	21.14	8.46	1.62	1.04	NS
	Girl	50	22.82	7.72			

On the above given data it was quite evident that the obtained value of 't' ratio was 1.04 and less than table value which is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Hence the 't' ratio(1.04) could not be significant. So the null hypothesis Ho₇ could not be rejected and it was concluded that there was no significant difference between boy and girl students in their personality integration.

Analysis of Personality Integration of Students in Relation to type of family Variation

Estimating students' personality integration in relation to kind of family variation was one of the study's objectives. Therefore, the null hypothesis Ho₈ When it comes to pupils' personality integration, type of family variety will not make a big effect. The 't' ratio was computed as indicated below to assess the type of family differences in social adjustment and to determine the study's suitability.

Table 10: Test of significance of difference on Personality Integration of students due to type of family variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Type of family	Nuclear	50	23.14	8.51	1.61	1.44	NS
	Joint	50	20.82	7.57			

On the above given data it was quite evident that the obtained value of 't' ratio was 1.44 which was lesser than table value which is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Hence the 't' ratio(1.44) in case of type of family variation was not significant. So the null hypothesis Ho₈ could not be rejected and it was concluded that there was no significant difference between students in their personality integration due to difference in type of family.

Analysis of Independence of Students in Relation to Gender Variation

One of the objectives of the study was to estimate the Independence of students in relation to gender variation. For this the null hypothesis Ho₉ "There will be no significant difference in the independence of students in relation to gender variation". For the appropriateness of the study and in order to test the differences in social adjustment the 't' ratio was calculated as shown below.

Table 11: Test of significance of difference on Independence of students due to Gender variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Gender	Boy	50	18.9	6.22	1.08	0.52	NS
	Girl	50	19.46	4.55			

On the above given data it was quite evident that the obtained value of 't' ratio was 0.52 and less than table value which is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Hence the 't' ratio(0.52) could not be

significant. So the null hypothesis H_{09} could not be rejected and it was concluded that there was no significant difference between boy and girl students in their independence.

Analysis of Independence of Students in Relation to type of family Variation

The study set out to do a number of things, one of which was to determine how different types of family variation relate to pupils' levels of independence. Specifically, "There will be no significant difference in the independence of students in relation to type of family variation" (H_{010}) is the null hypothesis presented here. The following table shows the results of the t-ratio test, which was used to determine the study's appropriateness and to compare different types of family differences in independence.

Table 12: Test of significance of difference on Independence of students due to type of family variation

Variation	Sub Sample	N	M	SD	SE _D	't'	Remark
Type of family	Nuclear	50	18.66	5.19	1.08	0.96	NS
	Joint	50	19.7	5.67			

On the above given data it was quite evident that the obtained value of 't' ratio was 0.96 which was lesser than table value which is 1.98 at 0.05 level and 2.63 at 0.01 level of significance. Hence the 't' ratio(0.96) in case of type of family variation was not significant. So the null hypothesis H_{010} could not be rejected and it was concluded that there was no significant difference between students in their independence due to difference in type of family.

Findings of the study

- The majority of students are emotionally immature, according to the results. Additionally, the results demonstrated that there is no gender gap when it comes to emotional maturity.
- The distribution follows a normal pattern.
- There was no significant relationship between the students' emotional maturity and the type of family variation.
- There was no correlation between students' emotional stability and their family type, whether they were male or female.
- There was no correlation between the emotional development of boys and girls from different socioeconomic backgrounds.
- When it came to pupils' social adjustment, gender variation was not a major factor.
- The instance of pupils' social adjustments was significantly impacted by the type of family variation.
- In the instance of students' personality integration, gender and type of family variation did not play a crucial effect.
- When it came to students' level of independence, gender and family type played no significant influence.

Recommendations

The current research emphasises the gender and family type differences in pupils' emotional maturity levels. Research shows that most students struggle with emotional stability, and that girls tend to be more

emotionally stable than boys. The pupils need to make an effort to comprehend what it is that causes their emotional instability. Their emotional maturity is unaffected by their educational levels. There is no correlation between chronological age and emotional maturity. So, people need to make the deliberate decision to be emotionally mature and live life to the fullest, both mentally and physically. Distinct genders are less likely to result from innate genetic differences and more from differences in the socialization processes of the sexes. Furthermore, the disparity is not insurmountable. In order for kids to effectively adapt to life's realities, it is crucial that they are given opportunities to develop their emotional resilience.

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