



IMPACT OF GENDER AND TYPE OF MANAGEMENT ON EMOTIONAL MATURITY AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

An attempt was made in the present investigation is **Aim:** Impact of gender and type of management on emotional maturity among high school students. **Objective:** To examine the impact of gender and type of management on emotional maturity among high school students. **Sample:** Sample of the present study consists of 120 students in Warangal district of Telangana State. **Tool:** Emotional maturity scale was developed by Yashvir Singh and Mahesh Bhargava (1990) was used. **Conclusion:** Results revealed that gender and type of management have significant impact with regard to emotional maturity among high school students.

KEYWORDS : Gender, Type of Management and Emotional Maturity.

INTRODUCTION

Emotions play a vital role in human life. These are present in every activity of human beings. They are the prime mature or motivating forces of thought and conduct. Emotions give zest and spice to life and add important qualities to personality. No individual can personally and socially be well-adjusted without being emotionally mature. Emotional maturity is an essential ingredient of an educated, cultured and successful person.

Emotional maturity is an effective determinant of personality patterns and it helps to control the growth of adolescents. There are many situations when we fail in our attempts and get frustrated. Our failures and frustrations may bring injury to our ego and thus give birth to feelings of inferiority and anxiety. The entire path for going ahead seems to be blocked. Most of us do not ready to face the reality by accepting our failures but tend to resort to certain mechanisms for defending our inadequacies or anxieties.

Emotional maturity refers to the ability to deal constructively with reality and it is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically and intra-personally (Menninger, (1999). Emotional Maturity is a determinant of personality pattern which helps to control the growth of adolescents. A person who can keep his emotions under control and able to break delay and to suffer without self-pity might still be emotionally stunned and childish.

Review Of Literature

Tiwari and Ojha (2014) stated that adolescent girls possess a better emotional maturity than adolescent boys. In this study, boys scored very low on 'emotional instability, which is a very important dimension of emotional maturity. Adolescent boys are more emotionally unstable than adolescent girls. Hence, it is quite significant to study the emotional maturity of higher secondary students to know about their various emotional patterns at this stage.

Dutta, Chetia and Soni (2015) examined the emotional maturity of secondary school students in the Lakhimpur and Sonitpur districts of Assam. The finding of the study reported that there was not any significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls school students; and there is no significant difference between in the emotional maturity level of rural and urban secondary school students of both districts of Assam.

Brahmbhat (2016) conducted a study on emotional maturity among higher secondary school students. The major findings of the study revealed that a significant difference exists

between male and female students on emotional maturity. Male students have been found to be more emotionally mature than female students of higher secondary school. It also reveals that a significant difference exists between urban and rural students of higher secondary school on emotional maturity. Male urban students of higher secondary school have been found to be more emotionally mature than the remaining groups of students of higher secondary school.

Gurpinder Singh and Vishavpreet Kaur (2016) investigated the study the self-esteem and emotional maturity of senior secondary school students. The findings of the study revealed that there exists a significant difference between the self-esteem and emotional maturity of senior secondary school students. Further results revealed that there exists no significant difference between the self-esteem of male and female senior secondary school students and there exists significant difference between the emotional maturity of male and femalesenior secondary school students.

Vinitha and Lal Kumar (2017) found that the there is no significant difference between sub samples of gender, locality of college, type of management, group studied, religion, parental occupation, UG studied and year of study of graduate students towards emotional maturity.

Marami Goswami and Piyali Roy (2018) examined that the emotional maturity is considered as the balance between the inner-outer emotional expressions of a person in different situations. It is found that there exists a significant difference between male and female students regarding emotional maturity. The study reveals that there is no significant difference in emotional maturity among higher secondary students on the basis of locality (urban/rural).

Nibedita Priyadarshani (2018) investigated the level of emotional maturity of adolescents and compare adolescents in terms of sex and locality on emotional maturity. The major findings of the study were (i) boys and girls differ significantly in emotional progression, a dimension of emotional maturity; (ii) there exists a significant difference between rural and urban adolescents in independence, a dimension of emotional maturity.

Shweta Singh and Vandana Singh (2018) aimed to study the emotional maturity of adolescents in relation to adjustment. The result revealed that level of emotional maturity and adjustment of students were positively correlated. A significant difference between boy and girl students in terms of their emotional maturity and adjustment were also found.

Sudeshna Majumdar (2019) examined whether the students of class IX are emotionally mature in the Asansol area and also compare the emotional maturity of class IX students of

Asansol on the basis of School type & gender. Findings revealed that regarding the school type, Government schools of class IX students are more emotionally mature than private schools & regarding the gender, girls of class IX are more emotionally mature than boys.

Significance Of The Study

Emotional maturity at the higher secondary school stage of students life takes a vital role for developed their personality. Though we call the man a judge of justice, there is no reason to doubt his conduct that controlled by the emotions. If you do not know the nature of human life, its behavior cannot analyze in a comprehensive way. Moreover, in order to lead a healthy life in society, there is a need for proper development of the student's emotional maturity.

The conscious mental process of social life has specially controlled by the person's emotional behavior. So if the development of the emotion has not developed properly, then the development of life has not fulfilled. A person who cannot properly develop a positive response to emotional maturity he/she cannot considered as a perfect man. In such a situation, emotional maturity has needed to adapt to the norms of behavior for develop a good human being. It will also give awareness to the society to create favourable environment for adolescents in developing their emotional maturity. Since the study provides the basic for awareness for the development & better understanding of emotional maturity in life.

Objectives

1. To examine the impact of gender and type of management on emotional maturity among high school students.

Hypotheses

1. There would be significant impact of gender on emotional maturity among high school students.
2. There would be significant impact of type of management on emotional maturity among high school students.

Methodology

Sample

Sample for the present study consists of 120 high school students in Warangal district of Telangana State. The subjects were in the age group of 14-16 years selected and using purposive random sampling method.

Variables Studied

Independent Variables

1. Gender (boys & girls)
2. Type of management (government & private)

Dependent Variable

1. Emotional maturity

Tool Description

Emotional maturity Scale:

The emotional maturity scale was developed by Yashvir Singh and Mahesh Bhargava (1990) developed the emotional maturity scale. It consists of 48 items. For each statement, there are five response categories, i.e., 5=Very Much; 4= Much; 3= Undecided; 2 = Probably and 1= Never. A high score indicates high emotional maturity and a low score indicate low emotional maturity. The minimum and maximum scores range from 48 to 240. The reliability for the scale was found to be 0.76 using the test-retest method.

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs and Analysis of Variance (ANOVA) was used.

RESULTS AND DISCUSSION

Table-1: Means And SDs For Scores On Emotional Maturity

Among High School Students.

Type of Management		Gender	
		Boys	Girls
Government	Mean	145.06	112.47
	SD	32.65	36.15
Private	Mean	165.23	139.41
	SD	33.42	30.45

Grand Means

Boys= 155.15 Government=128.77
 Girls= 125.94 Private=152.32

A close observation of table-I shows that the boys studying in private schools have obtained a high score of 165.23 indicating that they have emotionally matured compared with other groups. Girls studying in government schools have obtained a low score of 112.47 indicating that they have emotionally immature compared with other groups.

In terms of gender, boys (M=155.15) have high emotional maturity than girls (M= 125.94). In terms of the type of management, students studying in private schools (M=152.32) have high emotional maturity than the students studying in government schools (M=128.77).

Table-II: Summary Of ANOVA For Scores On Emotional Maturity Among High School Students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender	458.620	1	458.620	7.04**
Type of management	420.210	1	420.210	6.45**
A X B	320.130	1	320.130	4.92*
Within	7554.500	116	65.125	--
Total	8753.460	119	--	--

**-Significant at 0.01 level *-Significant at 0.05 level

Hypothesis-1: There would be significant impact of gender on emotional maturity among high school students.

It is evident from table-II that the obtained 'F' value of 7.04 which is significant at 0.01 level implying that gender has significant impact on emotional maturity among high school students. As 'F' value is significant, the hypothesis-1, which predicted that gender would significantly impact on emotional maturity among high school students, is accepted.

Hypothesis-2: There would be significant impact of type of management on emotional maturity among high school students.

It is clear from table-II that the 'F' value of 6.45 which is significant beyond 0.01 level indicating that type of management has significant impact on emotional maturity among high school students. As 'F' value is significant, the hypothesis-2, which predicted that management would significantly impact on emotional maturity among high school students, is accepted.

Table-II clearly indicates that the 'F' value of 4.92 gender and type of management (AXB) is significant. This indicates that there is significant interaction between gender and type of management in causing the effect on emotional maturity among high school students.

CONCLUSIONS

1. Gender has significant impact on emotional maturity among high school students. Boys are high emotional maturity than girls.
2. Type of management has significant impact on emotional maturity among high school students. Students studying of private schools have high emotional maturity than the students studying of government schools.

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