



## COMPARISON OF EMOTIONAL MATURITY AMONG MALE STUDENTS OF SENIOR SECONDARY SCHOOLS OF ARTS AND SCIENCE STREAM IN WESTERN UTTAR PRADESH.

<b>Shikha Sharma</b>	Assistant Professor, Beacon Institute of Technology, BIT, Meerut, U.P. 250005
<b>Dharamveer Singh</b>	Research Scholar, Beacon Institute of Technology, BIT, Meerut, U.P. 250005
<b>Dr. Vivek Kumar*</b>	Assistant Professor, Department of Psychiatry, NSCB Subharti Medical College, Swami Vivekanand Subharti University, Meerut. U.P. 250005 *Corresponding Author
<b>Dr. Surendra Pal Bharti</b>	Clinical Psychologist, Department of Psychiatry, NSCB Subharti Medical College, Swami Vivekanand Subharti University, Meerut. U.P. 250005

**ABSTRACT** **Background:** Inadequate development of emotional maturity in an individual may lead to inadequate success in life. Hence, this aspect should be explored in early life to intervene early to overall positive development of individual.

**Aim and Objectives:** To study the emotional maturity among male students of senior secondary schools affiliated to CBSE Board of Meerut, Uttar Pradesh comparing arts and science stream.

**Method:** Randomly selected 50 male students in each group of arts and science stream of senior secondary schools were assessed on Emotional Maturity Scale (EMS).

**Results:** Emotional Unstability, Personality Disintegration and Independence subsets of EMS are significantly different in both the groups with respective p-values of 0.04, 0.02 and 0.02. Mean total score on EMS also reveal that students in science group attained significantly higher overall emotional maturity than arts students ( $t = -2.13$ ,  $df = 98$ ,  $p = 0.03$ ). Total score on EMS reveals majority of students in arts group falls in the 'Extremely Unstable' category ( $n=52\%$ ) and students in science group falls in 'Unstable' category ( $n=38\%$ ).

**Conclusions:** The lower total mean scores and lower mean score in the subsets of EMS show that the students in science group had attained higher emotional maturity than the students of arts group.

**KEYWORDS :** Emotional Maturity, Senior Secondary, Male Students.

### INTRODUCTION

The group of students in senior secondary schools in India usually falls in the age group of 16 to 19 years comprising the late teenage stage. This stage of development face changes in various aspects of biological, psychological and social component than any other age group. In the process of psychological development emotions influenced by mood, temperament, disposition and motivation are also get reshaped. Individual as an adult is recognised when a person becomes mature and vice versa. In the process of attaining maturity biological maturity usually precedes emotional maturity. Becoming an adult as an emotionally mature person requires multiple dimensions of behaviour e.g. flexibility, responsibility, non-judgemental attitude, resilience, humour, etc. There are various definitions of emotional maturity are available but as per Walter D. Smithson (1974) "emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intrapsychically and intra-personally".<sup>1</sup> It has also been said that childish behaviour in adults due to immaturity in one or other aspect may result in inadequate success in life. Hence, the present study was designed to assess the emotional maturity using Emotional Maturity Scale (EMS)<sup>2</sup> among students of senior secondary schools affiliated to Central Board of Secondary Education (CBSE) of Meerut district in western U.P., comparing students of arts and science stream.

In the said CBSE pattern school system the students shall have to choose between Science, Arts or Commerce stream to complete their Senior Secondary School. The Streams so chosen in Class XI shall be continued to class XII and no changes shall occur in streams.

### REVIEW OF LITERATURE

Emotional maturity is well studied in respect to various psychological and demographic factors in India. Pastey GS et al. (2006) studied students of senior secondary school of Karnataka education Board which revealed that students with lower the score on emotional maturity scale (low score represents high emotional maturity) had significantly low stress ( $p < 0.01$ ) and high self confidence ( $p < 0.001$ ).<sup>3</sup> Mili A (2013) studied students of secondary schools in government and private sector, collected samples irrespective of stream and gender which showed students of private sector schools had significantly high ( $p < 0.0001$ ) emotional maturity when assessed on EMS.<sup>4</sup> Similarly, studies by Dutta J et al. (2013),<sup>5</sup> Shafeeq NY et al. (2015),<sup>6</sup> Nath L (2015)<sup>7</sup> and Jain M et al. (2015)<sup>8</sup> also have consistently shown

significantly higher emotional maturity in students of private sector schools in comparison to government sector with the probability of less than 0.0001 in all four studies. When emotional maturity were compared between students of rural and urban background non-significance ( $p=0.39$ ) was revealed by Mili A (2013)<sup>4</sup> in students of secondary schools, significantly high ( $p=0.01$ ) emotional maturity in students of secondary schools of rural areas was revealed by Dutta J et al. (2013)<sup>5</sup> and Kumar A CL (2014)<sup>9</sup> with p-value is equal to 0.01 in both the studies. In contravention to previous studies significantly high ( $p < 0.0001$ ) emotional maturity was revealed in urban students of secondary schools by Nath L (2015)<sup>7</sup> in comparison to rural students. When emotional maturity between boys and girls were taken into account the studies done by Dutta J et al. (2013)<sup>5</sup> and Kaur V et al. (2016)<sup>10</sup> showed that female students of senior secondary schools had significantly high ( $p=0.03$  and  $p=0.01$ , respectively) emotional maturity status on EMS in comparison to boys. While Nath L (2015)<sup>7</sup> and Shafeeq N Y et al. (2015)<sup>6</sup> revealed no significance between boys and girls ( $p=0.19$  and  $p=0.5$ , respectively). To best of the knowledge of authors no study revealing the difference in emotional maturity in students of arts and science stream could be found.

### METHOD AND MATERIAL

This study intends to compare the emotional maturity of male students of Senior Secondary School of Arts and Science Streams of CBSE schools. The population in the present study consisted of all the senior secondary male students of CBSE schools in Meerut City. From the selected data researcher randomly selected five CBSE schools. These schools were Godwin Public School, Kendrya Vidhyalya Punjab Line, Meerut Public School, Delhi Public School, Translam Academy. The representative sample of 50 students in each group of arts and science stream of CBSE schools studying at senior secondary level at Meerut was selected by simple random selection for the study.

The tool applied in group was the emotional maturity scale (EMS). This scale has a total of 48 items under the following categories: a) Emotional Unstability, b) Emotional Regression, c) Social Maladjustment, d) Personality Disintegration, e) Lack of Independence. Interpretation of score is done on the basis of norms of the scale as follows 1) 50-80 = extremely stable 2) 81-88 = moderately stable 3) 89-106 = unstable 4) 107-240 = extremely unstable.

For the administration of tool, permission from the Principals of each

selected school was sought and questionnaire (EMS) was distributed among the students coordinated with the class-teacher. All the instructions pertaining to the questionnaire were narrated to the students.

**RESULTS :**

Table – 1 shows that Emotional Unstability, Personality Disintegration and Independence subsets of EMS are significantly different in both the groups with respective p-values of 0.04, 0.02 and 0.02. The lower scores in these subsets show that the students in science group had attained higher emotional maturity than the students of arts group. Mean total score on EMS also reveal that students in science group attained significantly higher overall emotional maturity than arts students (t = -2.13, df = 98, p = 0.03).

Table -2 shows the break-up of total score on EMS and reveals majority of students in arts group falls in the 'Extremely Unstable' category (n=52%) and science group falls in 'Unstable' category (n=38%).

**Table: 1 - Comparison of mean score on various dimensions of Emotional Maturity Scale.**

Dimensions of EMS	Arts Group N = 50 (mean ± 2SD)	Science Group N = 50 (mean ± 2SD)	t-test, df, p
Emotional instability	24.2 ± 6.26	21.74 ± 5.65	-2.06, 98, 0.04
Emotional regression	23.76 ± 7.05	22.92 ± 5.88	-0.64, 98, 0.51
Emotional maladjustment	22.32 ± 5.87	20.72 ± 5.42	-1.60, 98, 0.15
Personality disintegration	21.06 ± 5.10	18.68 ± 5.30	-2.28, 98, 0.02
Independence dimension	18.88 ± 5.38	16.8 ± 5.53	-2.38, 98, 0.02
Total (Emotional maturity)	110.22 ± 22.56	100.86 ± 21.31	-2.13, 98, 0.03

**Table: 2 – Total score on Emotional Maturity Scale.**

Score on EMS	Arts Group N = 50 (n%)	Science Group N = 50 (n%)
50-80 ( Extremely Stable)	4 (8)	6 (12)
81- 88= (Moderately Stable)	5 (10)	8 (16)
89-106 (Unstable)	15 (30)	19 (38)
107-240 (Extremely Unstable)	26 (52)	17 (34)

**DISCUSSION:**

Although the term 'maturity' of any kind whether social, emotional or biological is used in terms of an adult person but its development started in early age before 18 years. Ideally, the development of emotional maturity depends on multiple factors in an individual's life but we tried to explore the relationship, if any, exists between the students of arts and science stream. On Emotional Maturity Scale 'Emotional Unstability' was significantly low (p=0.04) in science group in this study which shows that this group was better in capacity to dispose of their problems, control on irritability, and does not need constant help of others in day to day work. They are not stubborn and do not throw temper tantrums in comparison to arts group. In this study 'Personality Disintegration' in the students of science group was significantly lower (p=0.02) than students of arts group which means that they had lower inferiority complex that they react less to environment through aggressiveness, destruction and had less distorted sense of reality. Similarly, 'Lack of Independence' in students of science group was significantly lower (p=0.02) than arts group which means the science group of students had less dependence potential on others and less egoistic. People also think of them as more reliable person. In terms of 'Emotional Regression' and 'Social Maladjustment' both the groups show equal variance with respective p-values of 0.51 and 0.15. This shows equal response in terms of hostility, restlessness, self centeredness, lack of social adaptability, expression of hatred, reclusive but boasting liar and shirker in both the groups. In total mean score on EMS the science group had shown significant (p=0.03) emotional maturity. Interestingly, on category wise total score on EMS majority of the students in both the arts (n=82%) and science (n=72%) group falls in 'Unstable' and 'Extremely Unstable' category, collectively.

**CONCLUSIONS:**

Although there is significant difference in the level of maturity between arts and science group students of senior secondary schools in this study but the fact cannot be ignored that multiple factors influencing the attainment of emotional maturity like gender, order of birth, parent child relationship, communication style in the family, etc cannot be ignored. Hence, this may not be concluded that the child who is studying science have better emotional maturity rather other factors may have led the child to attained better emotional maturity early hence opting for science as a subject. Small sample size of the study, specific board of education and students of urban area and non-exclusion of factors affecting the emotional maturity may limit the generalization of findings. Hence, a more extensive study may be conducted in future to broaden generalization of findings.

**REFERENCES:**

1. Walter D and Smithson. The Meaning of Emotional Maturity, MH. Winter. 1974;58:9-11
2. Singh Y. and Bhargava M., Manual for Emotional Maturity scale. Agra : National Psychological Corporation, (1990)
3. Pастey GS and Aminbhavi VA. An impact of emotional maturity on stress and self-confidence of adolescents. Journal of Indian Academic of Applied Psychology. 2006;32(1):66-70.
4. Mili A. A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur District of Assam. International Journal of Science and Research. 2016;5(10):793-798.
5. Dutta J, Chetia P and Soni JC. A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam. International Journal of Science and Research. 2015;4(9):168-176.
6. Shafeeq NY and Thaqib A. Comparative Study Of Emotional Maturity Of Secondary School Students In Relation To Academic Achievement. The International Journal of Social Sciences and Humanities Invention. 2015;2(6):1437-1444.
7. Nath L. A Study on Emotional Maturity of Secondary School Students in Dhemaji District of Assam. International Journal of Science and Research. 2016;5(12):21-24.
8. Jain M, Pasrija P and Divya. Emotional Maturity and Self Concept among Senior Secondary School Students. Bhartiyaam International Journal of Education & Research. 2015;4(3):23-32.
9. Kumar ACL. A study of emotional maturity of higher secondary students. International Journal of Multidisciplinary Research and Development. 2014;1(5):195-198.
10. Kaur V and Singh G. Study Of Self-Esteem And Emotional Maturity Of Senior Secondary School Students. International Research Journal of Humanities, Language and Literature. 2016;3(5):68-75.