



EMOTIONAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

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ABSTRACT

One of the major aims of any good educational programme is to help the learners to gain emotional maturity. After attaining emotional maturity, he is able to demonstrate a well balanced emotional behaviour in his day to day life. It is an inborn characteristic that develops slowly with experience. Educators and psychologists believe that home provides the basic ingredient that propels the child in his healthy habits, speech patterns, basic ideas and above all emotional maturity which provide a foundation on which super structure of child's personality is constructed. It has been shown by various studies that most of the children who are successful and well adjusted come from the families where sustaining wholesome relationship exists. A sample of 200 senior secondary school students was randomly drawn from govt. and private schools located in Ferozpur. Insignificant difference has been found in the level of emotional maturity of boys and girls school students. Insignificant relationship has been found between emotional maturity and home environment.

KEYWORDS : Emotional maturity, home environment.

Introduction

Life is becoming fast with the advancement of science and technology. Though man has conquered time and space to great extent by the present level of scientific advancement, yet there is a great threat to his existence. The Indian society is becoming increasingly materialistic. Emotion and social pressure is increasing day by day especially at senior secondary school stage. Unrest, anxiety and frustration are occurring in all the sphere of life. Parents have no time to spend and guide their children. Students are frequently troubled with their daily problems. They do not have the capacity and training to solve problems. Our educational system also provides no direction to the children. In the present circumstances, youth as well as children are facing difficulties in life. These have given rise to many psychosomatic problems such as an anxiety, tensions, and frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with Anatomy.

Emotional maturity

Emotional maturity implies understanding of oneself, understanding of the world and understanding of reality of life. Most of our emotional problems arise because we have not understood ourselves and our needs. By understanding ourselves and connecting to our feelings and needs, we can fulfil our needs as well as grow into mature persons. Emotional maturity is that characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity, he is able to demonstrate a well balanced emotional behaviour in his day to day life. The healthy emotional development culminates into emotional maturity. It is an inborn characteristic that develops slowly with experience. Smithson (1974) says that emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra -physically and intra -personally. Shields (1994) conducted study on the role of emotional maturity, believe and values in gender development and revealed that gender plays an integral role in emotional development.

Home environment

Home is a cradle in which child is nursed and brought up. It is the nursery of the future of the child. Home environment has great impact on the child. As on the bank of sea, shells lie useless, but when rain drops come in its contact, it becomes a precious pearl. In the same way, the home environment can make a child well adjusted, confident. So that he may be able to solve the problems of life and follow the right path. Home environment refers to the climate prevailing in the home. This varies from culture to culture, society to society and family to family. The components that may constitute home may be socio-economic status of the family, physical facilities available at home, type of family, attitude of parents etc.

Dictionary of education (1973) home environment includes all the objects, forces and conditions of the family that affect the individual through such stimuli as he is able to receive. Daulta (1997) defines home environment as the factor, which sets the pattern for child's attitude towards people and society, aids intellectual growth, in the

child and support his aspiration and achievement. Tiwari (1998) said that family environment is the most important agent that influences the child relationship with family.

Need of the study

Family plays significant role in the all round development of the personality of child. Parent's child interaction and parent's way to deal with their children develop certain attitudes among the children towards the home environments. Home plays an important role in developing emotional maturity among children. Love and affection from their parents', relationship with the brother and sister, the economic conditions of the family and other facilities available to them play an important role in developing positive emotional characteristics. There is specific need for identifying these phenomena of emotional maturity as a natural and inevitable essential outcome of student growth and development rather than among pathological symptoms. Emotional maturity becomes important in the behaviour of individual. As the students are the pillars of the future generations, their value patterns of emotional maturity are vital. So, the present study intends to measure the emotional maturity of the senior secondary school students.

Objectives of the study

1. To investigate the home environment of boys and girls senior secondary school students.
2. To investigate the significance of difference between the means of emotional maturity of boys and girls senior secondary school students.
3. To investigate the relationship between emotional maturity and home environment of senior secondary school students.

Hypotheses of the study

1. There will be no significant difference in the emotional maturity of boys and girls senior secondary school students.
2. There will be no significant relationship between emotional maturity and home environment of senior secondary school students.

Tools used

Emotional Maturity Scale by Yashvir Singh and Dr. Mahesh Bhargava (1977)

Home Environment Inventory by K.S. Misra (1989)

Sample of the study

A sample of 200 senior secondary school students was randomly drawn from govt. and public schools located in Ferozpur.

Statistical techniques used

Mean, Standard deviation, t-ratio and co-efficient of correlation were used for the analysis of data.

Analysis and interpretation of data

To give the authenticity and credibility to work of research, analysis and interpretation is always done in the light of objectives and

hypotheses.

Objective-1

To investigate the home environment of boys and girls senior secondary school students.

Table-1: Showing category wise percentage of home environment of boys of senior secondary schools

Score	Frequency	Percentage	Category
P90 P75	60 30	90%	Congenial
P50 P25	4 6	10%	Average
P20 P10	00 00	0%	Uncongenial
	100		

Mean=111.18 S.D.=38.74

The above table shows that the mean scores of home environment of senior secondary school boys students has been found to be 111.18 with S.D.=38.74. 90% boys are having congenial environment. 10% are having average type of home environment. It can be said that they are enjoying facilities to some extent not completely. 0% are having low congenial home environment that is the students are not living in conducive environment. Their family may not be providing proper facilities and opportunities to them.

Table-2: Showing category wise percentage of home environment of girls of senior secondary schools

Score	Frequency	Percentage	Category
P90 P75	40 50	90%	Congenial
P50 P25	6 4	10%	Average
P20 P10	0 0	0%	Uncongenial
	100		

Mean=128.7 S.D.=53.7

The above table shows that the mean scores of home environment of senior secondary school girls student has been found to be 128.7 with S.D.=53.7. 90% girls are having congenial home environment. 10% are having average type of home environment. It may be said that they are enjoying facilities to some extent not completely. 0% are having low congenial home environment; that is the students are not living in conducive environment. Their family may not be providing proper facilities and opportunities to them.

Hypothesis- I

There will be no significant difference in emotional maturity of boys and girls senior secondary school students.

For this purpose 't' value between the mean scores of boys and girls was calculated.

Table-1: Showing the difference between emotional maturity of boys and girls senior secondary school students

Sr. No.	Groups	N	Mean	S.D.	S.Ed.	't' value	Level of significance
1	Boys	100	129.22	43.71	19.59	.89	Insignificant at 0.05 and 0.01 level of significance
2.	Girls	100	111.77	3.1			

It is evident from the table that the t- value between the mean scores of boys and girls is .89 that is not significant at both 0.05 and 0.01 levels. This shows that there is insignificant difference in emotional maturity of boys and girls. So, our hypothesis stands accepted.

Hypothesis II

There will be no significant relationship between emotional maturity and home environment of senior secondary school students.

For this purpose, the co-efficient of correlation was calculated by using Pearson Product moment method.

Table-2: Showing coefficient of correlation between emotional maturity and home environment of senior secondary school students

Variables	N	r value	Level of significance
Emotional maturity	200	0.31	Insignificant at both 0.05 and 0.01 level
Home environment	200		

It is evident from the table that the r-value between emotional maturity and home environment is found to be 0.31 that is insignificant at both 0.05 and 0.01 levels. This shows that there is no relationship between emotional maturity and home environment of senior secondary school students. So, our hypothesis stands accepted.

Major findings

1. The mean scores of home environment of senior secondary school boys students has been found to be 111.18 with S.D.=38.74. 90% boys are having congenial environment. 10% are having average type of home environment. It can be said that they are enjoying facilities to some extent not completely. 0% are having low congenial home environment that is the students are not living in conducive environment. Their family may not be providing proper facilities and opportunities to them.
2. The mean scores of home environment of senior secondary school girls student has been found to be 128.7 with S.D.=53.7. 90% girls are having congenial home environment. 10% are having average type of home environment. It may be said that they are enjoying facilities to some extent not completely. 0% are having low congenial home environment; that is the students are not living in conducive environment. Their family may not be providing proper facilities and opportunities to them.
3. The t- value between the mean scores of boys and girls is .89 that is not significant at both 0.05 and 0.01 levels. This shows that there is insignificant difference in emotional maturity of boys and girls. It may be due to the fact that in present time girls and boys are treated equally, both at homes and school. Equal facilities and opportunities are provided to them, thus they are equally emotionally stable.
4. The r-value between emotional maturity and home environment is found to be 0.31 that is insignificant at both 0.05 and 0.01 levels. This shows that there is no relationship between emotional maturity and home environment of senior secondary school students. It may be due to the fact that these days congenial environment is provided in school. Teacher's positive attitude towards students, infrastructure facilities and healthy relationship between teacher and taught, may lead to emotional maturity of students.

Educational implications

The present study as mentioned earlier has been designed to identify the relationship between emotional maturity and home environment of senior secondary school students. It was proposed to find out how far emotional maturity is related to home environment and how far this variable affects the level of home environment.

The present study indicates that maturity of the students show high congenial home environment. Home environment serves as an institution of informal education. Children learn consciously or unconsciously from prevailing environment of the home. They learn a number of qualities from their parents. Education and emotional maturity of the parents plays a vital role in development of emotional maturity of their children. Consciously or unconsciously children imbibes the quality and the level of maturity of the parents. Parents too try their level best that their children attain higher level of maturity than their parents possess.

Delimitations of the study

1. The present study is restricted to the senior secondary schools of Ferozepur city and cantt only.
2. The sample is delimited to 200 school students.
3. In the present study, relationship is studied between two variables only i.e. emotional maturity and home environment.

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