



Influence of Gender on Emotional Maturity of Higher Secondary + 1 Biology Students in Tirunelveli District

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ABSTRACT

This study was carried out to find out the influence of gender on emotional maturity of higher secondary + 1 biology students. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 1,104 Biology students, studying +1 course, in the higher secondary schools in Tirunelveli District. The tool used in the study was Emotional maturity . The Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Mahesh Bharagava (1999). The investigator found that i) Most of higher secondary +1 biology students are average. ii) there is no significant difference between male and female higher secondary +1 biology students in their emotional stability, emotional progression, social adjustment, and emotional maturity in total. iii) there is significant difference between male and female higher secondary +1 biology students in their personality integration, and independence.

KEYWORDS

Emotional stability, Emotional progression, Social adjustment, Personality integration, independence and Emotional maturity

INTRODUCTION

The main purpose of education is the progress of physical, social activity, emotion, and wisdom of student sustainability. The adequate education makes good quality human resources for a rapidly developing country. According to this reason, many countries have been trying to develop the educational quality in the national policy and strategy to enhance effective implementation. The student's academic achievement problem is not only occurring in India but it also in many countries around the world. Some countries have been trying to solve this problem by educational staff development, teaching processes, and parent and community cooperation and some country have been looking backward to student inner character by depicting causal relationship influencing to academic achievement. Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally. "An Emotional mature person is one who is able to keep a lid on feelings. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When he does express emotion, he does so with moderation, decently and in good order". Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagree circumstance.

SIGNIFICANCE OF THE STUDY

As has been described by Edward E. Morler, "Children and adolescents are driven by genes and hormones. However, beyond adolescence, an individual has to choose maturity. While emotional intelligence can be learned, emotional maturity is a choice. If it is not consciously made, the individual will not move beyond the emotional immaturity of an adolescent despite any and all trappings of material success". Emotional maturity is not something that necessarily grows with chronological age; we don't get more emotionally mature when we get older. Some adults are very emotionally immature and some have never matured. Hence they all find it difficult to adjust themselves with the changing environment of this scientific age. Therefore it is the dire need of the hour that our adolescents and adults should have proper emotional development to rightly channelize their emotions. Emotional maturity becomes very important in the behaviour of the individuals, as students are the pillars of the nation and future generations,

so their level of emotional maturity becomes very vital. This study is of significant value for students, families, teachers and administrators, as they can be made aware about the level of emotional maturity of their grown up youths. It will be quite helpful for higher secondary students, who are at the highest seats of learning in universities to pay a good time of attention to their emotional maturity and make successful adjustments, whatever the situations are. Study will also try to make adolescents and adults to realize that becoming emotionally mature means becoming aware of their choices and their impacts. Being higher secondary students doesn't necessarily make a person capable of handling the situations. Therefore need was felt to study the influence of emotional maturity of higher secondary +1 biology students across gender.

OBJECTIVES OF THE STUDY

1. To find out the level of Emotional maturity and its dimensions of higher secondary + 1 biology students with regard to gender.
2. To find out whether there is any significant difference between male and female higher secondary +1 biology students in their Emotional stability, Emotional progression, Social adjustment, Personality integration, independence and Emotional maturity (total)

NULL HYPOTHESES

1. The level of Emotional maturity and its dimensions of higher secondary+1 biology students with respect to is average.
2. There is no significant difference between male and female higher secondary +1 biology students in their Emotional stability, Emotional progression, Social adjustment, Personality integration, independence and Emotional maturity(total)

METHOD

A descriptive survey method was adopted by the investigator to conduct this study.

SAMPLE

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 1104 higher secondary + biology students from Tirunelveli district.

TOOLS USED FOR THE PRESENT STUDY

Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Mahesh Bharagava (1999).

STATISTICAL TECHNIQUES USED

Percentage analysis, t-test

Analysis

Null Hypothesis: 1

The level of Emotional maturity and its dimensions of higher secondary+1 biology students with respect gender is average.

Table – 01
Level of Emotional maturity and its dimensions of higher secondary +1 biology students with respect to gender

Dimensions	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Emotional stability	Male	62	13.2	318	67.7	90	19.1
	Female	84	13.2	438	69.1	112	17.7
Emotional progression	Male	102	21.7	287	61.1	81	17.2
	Female	128	20.2	398	62.8	108	17.0
Social adjustment	Male	84	17.9	328	69.8	58	12.3
	Female	122	19.2	410	64.7	102	16.1
Personality integration	Male	47	10.0	345	73.4	78	16.6
	Female	65	10.3	457	72.1	112	17.7
independence	Male	74	15.7	301	64.0	95	20.2
	Female	104	16.4	412	65.0	118	18.6
Emotional maturity (total)	Male	67	14.3	324	68.9	79	16.8
	Female	88	13.9	423	66.7	123	19.4

Finding: Most of higher secondary +1 biology students are average.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary +1 biology students in their Emotional stability, Emotional progression, Social adjustment, Personality integration, independence and Emotional maturity (total)

TABLE – 02
Difference in the Emotional maturity and its dimensions of higher secondary+1 biology students with regard to gender

Dimensions	Gender	N	Mean	SD	Calculated 't' value	Remarks
Emotional stability	Male	470	25.174	7.637	1.486	NS
	Female	634	24.501	7.16302		
Emotional progression	Male	470	22.012	7.945	0.483	NS
	Female	634	21.785	7.430		
Social adjustment	Male	470	24.942	8.405	1.742	NS
	Female	634	24.078	7.781		
Personality integration	Male	470	21.278	7.572	2.096	S
	Female	634	20.369	6.488		
independence	Male	470	17.787	6.137	2.123	S
	Female	634	17.026	5.525		
Emotional maturity (total)	Male	470	111.19	31.024	1.897	NS
	Female	634	107.76	27.901		

It is inferred from the above table that the calculated values are (1.486, 0.483, 1.742 and 1.897) lesser than the table value (1.96) for df (1103) at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant difference between male and female higher secondary +1 biology students in their emotional stability, emotional progression, social adjustment, and emotional maturity in total. But there is significant difference between male and female higher secondary +1 biology students in their personality integra-

tion, and independence.

Findings

- The level of Emotional stability of higher secondary +1 biology students with respect to background variables such as Gender- male (67.7%); female (69.1%).
- The level of Emotional progression of higher secondary+1 biology students with respect to background variables such as Gender- male (61.1%); female (62.8%).
- The level of Social adjustment of higher secondary +1 biology students with respect to background variables such as Gender- male (69.8%); female (64.7%).
- The level of Personality integration of higher secondary +1 biology students with respect to background variables such as Gender- male (73.4%); female (72.1%).
- The level of independence of higher secondary +1 biology students with respect to background variables such as Gender- male (64.0%); female (65.0%).
- The level of Emotional maturity (total) of higher secondary +1 biology students with respect to background variables such as Gender- male (68.9%); female (66.7%).
- There is no significant difference between male and female higher secondary +1 biology students in their emotional stability, emotional progression, social adjustment, and emotional maturity in total. But there is significant difference between male and female higher secondary +1 biology students in their personality integration, and independence.

INTERPRETATION

The 't' test result shows that male students are better than female higher secondary school +1 biology students in their personality integration and independence. This may be due to the fact that the male students are to assess the emotional state of others and to influence their opinions and behavior. Female students are less emotionally stable, sober, reserved and shy compared to male students. Male Students make new friends and develop new peer groups in school. The male students adjust with the environment. So the male students have high level of emotional maturity.

EDUCATIONAL IMPLICATIONS

The present study may help the parents, teachers and administrators to have knowledge of the emotional development of their children and students and help them in building a well balanced personality. Emotional Development is one of the major aspects of human growth and development. Emotions like anger, fear, love etc. play a great role in the development of child's personality. Not only his physical growth and development is linked with his emotional makeup, but his intellectual, social, moral and aesthetic development are also controlled by his emotional behavior and experiences. The overall importance of emotional experiences in the life of a human being makes it quite essential to know about the emotions. Emotional development reaches its maximum in adulthood. During this stage, generally all individuals attain emotional maturity. The study will benefit the post graduates and research scholars to have a kind attention towards their emotional development and will make them aware about the importance of emotional maturity in the present fast changing global world.

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