EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS: A COMPARATIVE STUDY ON GENDER IN SIKKIM.

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Abstract

This study investigates "the emotional maturity of senior secondary school students in Sikkim". Specifically, the research was conducted in the southern districts of the state. The primary objectives of this study were to examine the emotional stability, emotional progression, social adjustment, personality integration, and independence of senior secondary students in South Sikkim, with consideration given to gender differences. To gather the necessary data, the study used a standardized tool developed by Singh and Bhargava (2016), consisting of 48 items categorized into five factors: emotional stability, emotional progression, social adjustment, personality integration, and independence. The data, obtained from a sample of 94 students in Sikkim, were subjected to statistical analysis using measures such as Mean, SD (standard deviation), and t-ratios. The obtained outcomes were then discussed in relation to their statistical significance. Based on the findings, conclusions were drawn.

Keyword: Maturity, emotional progression, social adjustment, personality integration, and independence.

1.INTRODUCTION

Emotional maturity is an essential aspect of our personal and professional lives. It is the ability to recognize, understand, and manage our own emotions as well as those of others, in a healthy and positive manner. It allows us to communicate effectively, handle conflicts, and build meaningful relationships. Emotional maturity enables us to take responsibility for our own actions, make sound decisions, and live fulfilling lives. However, it does not come naturally to everyone, and it requires effort and practice to develop (Legg, 2020). In this fast-paced and ever-changing world, emotional maturity has become more critical than ever before. The good news is that anyone can enhance their emotional intelligence and achieve higher emotional maturity with guidance and patience.

According to Walter D. Smitson (1974), Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-physically and interpersonally.

The above saying described emotional maturity as an ongoing journey of personal growth. It's about constantly working towards achieving better emotional well-being, both within ourselves "intra-physically" and in our interactions with others "interpersonally". Imagine emotional maturity as a path of self-improvement. As we walk on this path, we are always striving to become more emotionally healthy and balanced. This involves understanding and managing our emotions better, such as being aware of our feelings and learning how to handle them in a constructive way. Intra-physically refers to our inner emotional world. It's about recognizing and addressing any emotional challenges or issues we may have internally. This could include dealing with anxiety, stress, or negative thoughts in a healthy manner. Interpersonally, on the other hand, pertains to our relationships with others. It's about how we interact with people around us. Emotional maturity helps us develop better communication skills, empathy, and the ability to handle conflicts in a more positive and respectful way. So, emotional maturity is like a journey of self-discovery and growth, where we continuously strive to become

emotionally healthier within ourselves and build more meaningful and positive relationships with others. It's a lifelong process, and as we learn and grow, we become better equipped to handle life's challenges and lead more fulfilling lives.

1.1 Emotions

According to Crow and Crow (1974), an emotion is a touching experience that conveys generalized inner adjustment and mental and psychological states in an individual and that displays itself in his obvious behaviour.

Emotions are a fundamental aspect of human experience, influencing our thoughts, actions, and interactions with others. They can range from overwhelming joy and happiness to utter despair and sadness, and everything in between. Emotions are complex and multifaceted, arising from a myriad of internal and external stimuli, including personal experiences, social interactions, and physiological reactions. Understanding and managing one's own emotions, as well as recognizing and responding to the emotions of others, plays an important role in our capacity to build meaningful relationships and navigate the complexities of everyday life. In this context, exploring the nature of emotions and how they impact human behavior and well-being is a crucial area of study.

1.2 Maturity

Maturity is a multifaceted concept that encompasses various dimensions of personal and psychological growth. It represents the state of being fully developed, both emotionally and intellectually, and is often associated with a sense of wisdom, responsibility, and self-awareness. While commonly associated with age, maturity is not solely determined by the passage of time but is rather a result of experiences, introspection, and the ability to navigate life's challenges with resilience and grace.

At its core, maturity reflects a person's ability to exhibit emotional stability and make sound judgments, considering the consequences of their actions. It goes beyond mere chronological age and is influenced by factors such as upbringing, cultural influences, and personal experiences. It is a gradual process that evolves over time, requiring individuals to actively engage in self-reflection, learn from their mistakes, and develop a deeper understanding of themselves and the world around them. Intellectual maturity is another crucial aspect of personal development. It involves the cultivation of critical thinking skills, the ability to analyze complex problems, and a willingness to explore different perspectives. Intellectually mature individuals demonstrate intellectual curiosity, engage in lifelong learning, and have a capacity for abstract reasoning. They are open-minded, adaptable, and willing to revise their beliefs based on new evidence and insights.

In today's fast-paced and interconnected world, the importance of maturity cannot be overstated. As individuals navigate the complexities of personal relationships, professional endeavours, and societal responsibilities, a mature outlook becomes essential for making informed decisions and fostering positive growth. It allows individuals to navigate ethical dilemmas, exhibit resilience in the face of adversity, and contribute meaningfully to their communities. In this exploration of maturity, we will delve into its various dimensions, exploring the factors that contribute to its development and the benefits it brings to individuals and society as a whole. By understanding the nature of maturity and the pathways to its attainment, we can embark on a journey of personal growth, continuously striving to become more emotionally and intellectually mature individuals.

1.3 Emotional maturity among adolescent

Emotional maturity among adolescents can be understood as a period of growth between childhood and adulthood, According to Matter, (1984) “adolescence is an intermediate stage between being a child and being an adult”. Rapid biological growth happens during this stage, and moreover, during these periods, the biological growth would be in a raped manner whereas the psychological maturation would be at a slower pace. Such being the case, biological growth among adolescents has a great impact on emotion and maturity.

“Adolescence is the bond between childhood and adulthood. It is a time of speedy progress of rising to sexual maturity, discovering one’s real self, explaining personal values, and finding one’s professional and social direction. It is also a time of testing, of forcing

against one size and the limitations as posed by." (Ambron, 1982)

Singh et al (2008) conducted a study on the "Impact of Gender on the Emotional maturity of Adolescents". The study's results revealed that both boys' and girls' adolescents demonstrated emotional maturity, indicating that they are supportive, giving, and considerate individuals.

Kaur (2013) focused on "A Comparative Study on Emotional Maturity of Senior Secondary School Students". The study's findings indicated that there were no notable differences in the emotional maturity levels of boys and girls attending senior secondary schools in Chandigarh.

Dutta et al. (2015) conducted "A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur District of Assam". The investigation looked at students from government and private schools. The verdicts showed that there were no noteworthy differences in emotional maturity in different areas between these two groups. Additionally, there was "no significant difference" in emotional maturity between boys and girls in the schools. Lastly, the study found that there was no significant difference in emotional maturity between students from rural and urban areas in Lakhimpur district.

Nath (2015) conducted a study on "A Study on Emotional Maturity of Secondary School Students in Dhemaji District of Assam". The study found that emotional maturity levels were different among students attending government and private schools, as well as those in rural and urban areas. However, there was no significant difference in emotional maturity between boys and girls in the district.

Brahmbhat (2016) conducted "A Study of Emotional Maturity Among Higher Secondary School Students". The study found that male students were generally more emotionally mature than female students in higher secondary school. When it came to the area they lived in, rural students showed higher emotional maturity compared to urban students in higher secondary school. Overall, male students living in urban areas were found to be the most emotionally mature among all the groups of higher secondary school students studied.

2. IMPORTANCE OF THE STUDY

This study focuses on students from the southern districts of Sikkim and aims to understand emotional maturity, which is an important quality for every student to have. Emotional maturity means being able to understand, control, and express emotions effectively. It can positively impact a student's academic, personal, and future professional life. Having emotional maturity helps students perform better in school by handling stress and pressure well, leading to improved grades. It also improves relationships with others because emotionally mature students can communicate their feelings, understand others' emotions, and resolve conflicts peacefully. Moreover, emotional maturity is beneficial for mental well-being. It allows students to cope with difficult emotions like anger, sadness, and anxiety. The study wants to find out what factors are affecting emotional maturity among senior secondary school students in Sikkim so that they can be given the right guidance and support to improve their emotional maturity.

3. OBJECTIVES OF THE STUDY

1) To examine the emotional stability among senior secondary students in the South Sikkim district, considering their gender.
2) To investigate the emotional development among senior secondary students in the South Sikkim district, taking into account their gender.
3) To assess the social adjustment of senior secondary students in the South Sikkim district, considering their gender.
4) To analyze the personality integration of senior secondary students in the South Sikkim district, with consideration of their gender.
5) To evaluate the level of independence among senior secondary students in the south Sikkim district, in relation to their gender.
6) To assess the total emotional maturity of senior secondary students in the South Sikkim district, considering their gender.

4. HYPOTHESES

The following null hypotheses have been set up for the study.
HO1: "There is no significant difference between senior secondary school boys and girls of Sikkim with regard to emotional stability".
HO2: "There is no significant difference between senior secondary school boys and girls of Sikkim with regard to emotional progression".
HO3: "There is no significant difference between senior secondary school boys and girls of Sikkim with regard to social adjustment".
HO4: "There is no significant difference between senior secondary school boys and girls of Sikkim with regard to personality integration".
HO5: "There is no significant difference between senior secondary school boys and girls of Sikkim with regard to independence".
HO6: "There is no significant difference between senior secondary school boys and girls of Sikkim with regard to total emotional maturity".

5. DELIMITATIONS OF THE STUDY

The study focuses exclusively on senior secondary school students from South Sikkim. To conduct the research, four senior secondary schools were chosen as the sample from the South Sikkim region.

6. OPERATIONAL DEFINITION OF THE TERMS STUDY

Emotional maturity – "It refers to the control of negative emotions like anger, jealousy, and grudge and creates positive emotions like cooperation and coordination to total maturity among senior secondary school students."
Senior Secondary School Student- "Students in the 11th – 12th class are considered senior secondary school students."

7. THE DESIGN

In this research, descriptive research using a survey method has been used to gather information. The study will focus on educational psychology to understand how students learn and behave. This method is chosen because it helps to collect data about the current situation. By using this method, researchers can identify norms and standards, which will be useful for comparing the current situation with future plans.

8. THE SAMPLE

In a study, 94 high school students were picked by following simple random techniques from the East Sikkim district. Half of them were girls, and the other half were boys, all chosen from the southern part of Sikkim.

9. THE TOOLS

The emotional Maturity Scale tools used in this study were constructed and standardized by Singh and Bhargava (2016). This tool consists of 48 items divided into 5 areas i.e. "(I) Emotional stability (ii) emotional regression (iii) social maladjustment (iv) personality integration and (v)Independence."

Table 1.

The comparisons of dimensions and total Emotional Maturity among Senior Secondary School Students of South Sikkim district based on Gender. (Boy-47, Girls- 47, N=94)

S. No	Variable	Gender	Means	SD	t-Values
1.	Emotional Stability	Boys	31.62	6.16	0.38 @
		Girls	31.21	6.60	
2.	Emotional progression	Boys	32.98	6.09	0.36 @
		Girls	33.47	6.77	

3.	**Social Adjustment**	Boys	31.23	5.76	1.09 @
		Girls	29.83	6.69	
4.	**Personality integration**	Boys	30.83	5.80	0.20 @
		Girls	30.57	6.07	
5.	**Independence**	Boys	23.30	4.79	1.53 @
		Girls	24.87	5.12	
6.	**Total**	Boys	149.96	13.00	0.39 @
		Girls	149.85	13.30	

Note: @= Not significant, *= Significant at 0.05, **= Significant at 0.01

The first dimension first, emotional stability among senior secondary school, boys and girls. The calculated value for the "t" was found to be 0.38 The calculated value for the distribution is not significant at both 0.05 level and at 0.01 Thus the null hypothesis Ho1: "There is no significant difference in emotional stability of boys and girls of senior secondary school student" failed to reject the null hypothesis.

The second dimension i.e., emotional progression among senior secondary school, boys and girls. The calculated value for the "t" was found to be .36. The calculated value for the distribution is not significant at both 0.05 level and at 0.01 Thus the null hypothesis Ho2: "There is no significant difference I emotional progression of boys and girls of senior secondary school student" failed to reject the null hypothesis.

The third dimension i.e., social adjustment among senior secondary school, boys and girls. The calculated value for the "t" was found to be 1.09. The calculated value for the distribution is significant at both 0.05 level and at 0.01. Thus, the null hypothesis Ho3: "There is no significant difference in the social adjustment of boys and girls of senior secondary school students" failed to accept the null hypothesis.

The fourth dimension is emotional personality integration among senior secondary school, boys and girls. The calculated value for the "t" was found to be 0.20. The calculated value for the distribution is not significant at both 0.05 level and at 0.01. Thus, the null hypothesis Ho4: "There is no significant difference in personality integration of boys and girls of senior secondary school students" failed to reject the null hypothesis.

The fifth dimension is independence among senior secondary school, boys and girls. The calculated value for the "t" was found to be 1.53. The calculated value for the distribution is not significant at both 0.05 level and at 0.01. Thus, the null hypothesis Ho5: "There is no significant difference in the independence of boys and girls among senior secondary school students" failed to reject the null hypothesis.

The total emotional maturity among senior secondary school, boys and girls. The calculated value for the "t" was found to be 0.39. The calculated value for the distribution is significant at 0.5 level and significant at 0.01 level. Thus, the null hypothesis Ho6: "There is no significant difference in the emotional maturity of boys and girls of senior secondary school students" failed to reject at 0.05 and at 0.01 levels.

10. RESULTS

Results have found no significant difference between boys and girls in emotional maturity dimensions i.e., on "emotional stability", "emotional progression", "personal integration", "independence", "social adjustment", and "total emotional maturity". It means that both boys and girls of the south Sikkim district were having the same amount of emotional maturity on the given above dimension.

11. CONCLUSION

In conclusion, which revealed "no significant difference" in emotional maturity between boys and girls, holds significant implications. This suggests that across all dimensions of emotional maturity, as well as in overall emotional maturity, there is a remarkable similarity between the genders in the south Sikkim district. These results indicate that factors such as gender do not play a prominent role in influencing emotional growth and maturation in this particular region. Instead, the study underscores the importance of recognizing the shared emotional experiences and development among boys and girls. By highlighting the lack of gender-based distinctions in emotional maturity, the research emphasizes the need to focus on individual experiences, personal traits, and the broader social environment as primary factors in shaping emotional development. It also serves as a reminder of the importance of fostering a supportive and inclusive environment that promotes emotional well-being for all individuals, regardless of their gender.

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