

Analytical assessment of Emotional Maturity among senior secondary school teachers in Mizoram

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ABSTRACT

The most vital quality in any human being is emotional maturity. Lack of emotional development is the root cause of many issues and difficulties. The cause of many issues and cases that are still lingering in courtrooms is a lack of emotional development. The world may become a place of harmony and fraternity if humanity masters the skill of regulating their emotional responses. Therefore, research on emotional maturity is crucial, particularly in the multicultural, technologically advanced modern society. Emotional maturity must be used appropriately to maintain societal cohesion and integrity. Finding out the emotional maturity level of Aizawl district students enrolled in higher secondary schools is the aim of the study. The study employed a descriptive survey methodology. Through surveys and interviews, participants in this approach respond to questions. Using this method, the study looked at the emotional development of these pupils. All students enrolled in senior secondary schools in Aizawl are included in the study's population, which is represented by a sample of 120 students (40 each in the arts, sciences, and commerce) using stratified random sampling technique chosen from just two senior secondary schools. The survey found that there was no discernible difference in the emotional maturity of male and female students enrolled in senior secondary schools in the Aizawl area, and that the emotional maturity of these senior secondary students was unstable.

Keyword: Emotions, Emotional maturity, harmony, senior secondary teachers.

INTRODUCTION

The influence of emotions on a child's behaviour and personality is significant. Every emotional event causes changes in the body and mind. Comprehending emotions improves coping mechanisms and self-awareness. The capacity to properly control and express emotions, enjoy life, and overcome obstacles is known as emotional maturity. It shapes adolescent development and represents the outcomes of typical emotional development.

A child's emotional development progresses through phases such as early childhood, adolescence, and adulthood, influenced by variables such as family, social environment, health, and IQ. To develop healthy mental health, adolescents must overcome several obstacles and get help from their parents and instructors. In order to support effective learning outcomes, this study looks at the emotional maturity of Aizawl higher secondary school pupils.

To be fully developed is to be mature. Emotional control, stability under duress, and realistic adjustment are traits of an emotionally mature individual. A person's home, school, community, culture, and media all influence their level of emotional maturity. During adolescence, a time of major physical, emotional, and social changes, it is essential. Adolescents with more emotional maturity are better able to manage their perplexity and anxiety, which results in a more balanced personality and higher levels of life satisfaction.

It is widely acknowledged that effective teaching necessitates effective communication between the instructor and students as well as between students. When there is good mutual understanding between a teacher and the pupils, there is maximum production in the classroom. As a result, teacher roles can be crucial to how affective language acquisition is. Teachers desire to be helpful. A teacher who effectively fosters a pleasant learning atmosphere, motivates pupils, and models good behaviour in the classroom is considered helpful. Teachers that emphasize the learning process and allow all of their pupils to participate in the process of creating their own knowledge are also considered supportive teachers.

REVIEW OF RELATED LITERATURE

Thomas and Godwin (2022) conducted a study on “Emotional maturity of higher secondary school students of Ernakulam District, Kerala”. The study aimed to analyse the emotional maturity of higher secondary school students in Kerala. Using a simple random sampling, 100 adolescents between the age of 16 and 17 years from five higher secondary schools situated in the Ernakulam district of Kerala were selected for the study. The data was collected from December 2021 to March 2022. The standardized emotional maturity scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990) was used to collect the data. The results indicated that nearly fifty per cent of the students (41%) were in the condition of „extremely unstable“. The difference between girls and boys in the level of emotional maturity was not significant, but girls showed higher emotional maturity than boys. Adolescents from rural areas showed higher emotional maturity than adolescents from urban areas, and the difference was significant concerning, emotional regression, social maladjustment, personality disintegration and lack of independence. Further, it is found that emotional instability, regression, social maladjustment, personality disintegration and lack of independence are positively correlated with each other.

Priya and Kumar (2022) conducted a study on “Emotional maturity and Academic Achievement among higher secondary students in Chennai district”. Emotional maturity is a state of balanced feeling and self-control. Emotional maturity is the ability to bear tension and to develop high tolerance for the circumstances that we disagree. When we face a complex situation, our level of emotional maturity is one of the biggest factors in determining our ability to cope up with them. Adolescence is a transitional stage of physical and mental human development that involves biological (i.e., pubertal), social and psychological changes. Education is the process of development from child to Adolescence or adulthood. The school education particularly higher Secondary School education plays an important role in personal and professional success. But during this stage of life many factors influence, the process of education an especially academic accomplishment that is why the present study has been 30 conducted to investigate the relationship of emotional maturity and the academic achievement among Higher Secondary students.

Kaul (2022) conducted a study on “Effect of Emotional Maturity of senior secondary school students in relation their stream”. This paper was designed to study effect of emotional maturity on senior secondary school students in relation to their stream. The study was conducted on a sample of 200 school students of 12th class (100 Girls&100Boys). “The emotional maturity scale developed by Dr. Yashvir Singh and Dr. Ramesh Bhargava (1984) was used as a tool”. Findings of the study depicted that there exists significant difference between boys and girls of senior secondary school students of science and arts stream regarding their emotional maturity. And a significant difference between emotional maturity level of Sr. Sec. school students of science stream. Also, significant difference between emotional maturity level of Sr. Sec. school students of Arts stream.

Objectives of the study

The objectives of the study are:

- i) To study the level of emotional maturity of higher secondary school students in Aizawl City.
- ii) To examine the emotional maturity of male and female higher secondary school students in Aizawl City.
- iii) To study the level of emotional maturity among arts, science and commerce stream of higher secondary school students in Aizawl city.

Hypotheses of the study

- i) There is no significant difference in the emotional maturity among male and female senior secondary school students in Aizawl City.
- ii) There is no significance difference in the emotional maturity among arts, science and commerce stream of senior secondary school students in Aizawl City.

RESEARCH METHODOLOGY

The researcher aimed to find out the emotional maturity of higher secondary school students in Aizawl. To achieve this, a descriptive survey method was used. This method involves participants answering questions through interviews and questionnaires. The study investigated the emotional maturity of these students using this approach.

Population

In the present study, the population comprises of all the students in senior secondary school in Aizawl city

Sample

The sample of the students consists of 120 students” (40 Arts, 40 Science and 40 Commerce) selected using stratified random sampling technique. The sample for each stream is further break down in to 20 males and 20 females for Arts, 20 males and 20 females for sciences and 20 females and 20 males for Commerce students constituted the sample of the study. Thus, the sample for the present study were selected through simple random sampling technique.

Data collection and analysis

The investigator systematically conducted the study by distributing the EMS standardized questionnaire at various higher secondary schools in Aizawl. A total of 120 students participated, with 20 males and 20 females each from the Arts, Science, and Commerce streams. Students were asked to respond freely to questions about their emotional maturity. All responses were kept strictly confidential and used solely for research purposes. In this study, data were analyzed using quantitative methods, including percentage, mean, and standard deviation, to assess the level of emotional maturity among higher secondary school students in Aizawl. A t-test was used to determine the significance of the difference in emotional maturity between male and female respondents, while ANOVA was employed to find out the significance of the difference among students from different streams (Arts, Science, Commerce).

Data interpretation and discussion

Objective 1: Level of emotional maturity of higher secondary school students in Aizawl city.

In order to find out the level of emotional maturity of higher secondary school students in Aizawl city, Emotional Maturity Scale (2006) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was administered to all the 120 respondents. Then all the scores were calculated, tabulated and analysed. The students whose score range in between 50-80 were considered as extremely emotional stable, scores ranging between 81-88 were considered as moderately emotional stable, scores ranging between 89-106 were considered as emotional unstable and scores ranging between 107-240 were found to be extremely emotional unstable as per the norm and the findings are presented in the following table 1 and 2.

Table 1: Overall mean of Emotional Maturity of senior secondary school students in Aizawl

VARIABLE	N	Mean	SD
Emotional maturity	120	151.50	30.41

Table 1 revealed the overall level of emotional maturity of respondents. It can be seen that out of 120 respondents the mean score of emotional maturity of higher secondary school students in Aizawl city was found out to be 151.50 and the standard deviation was found out to be 30.14. Therefore, the overall mean 37 score indicated that the higher secondary school students in Aizawl city falls within the range of extremely emotional unstable.

Table.2: Level of Emotional Maturity of higher secondary school students in Aizawl city

Level of Emotional Maturity	N
Extremely Stable(50-80)	1 (0.83)
Moderately Stable(81-88)	1 (0.83)
Unstable (89-106)	6 (5)
Extremely Unstable(107-240)	112 (93.3)

(Figure in parenthesis are given in percentage)

From the given table 2, it was found that out of the 120 respondents 1 (0.83%) student was found within the range of extremely stable in the level of emotional maturity, only 1 (0.83%) student fall within the range of moderately stable in the level of emotional maturity, 6 (5%) students falls within the range of unstable in their emotional maturity whereas 112 (93.33%) students falls within the range of extremely unstable in their level of emotional maturity which means that the overall scores of higher secondary school students of Aizawl city have extremely unstable emotional maturity.

Objective 2: Level of emotional maturity between male and female higher secondary school students in Aizawl city.

H01: There is no significant difference in the emotional maturity among male and female higher secondary school students in Aizawl city.

Table 3: The mean scores of emotional maturity of higher secondary Arts (male and female) students

Arts	N	Mean	SD	df	t-value	p-value
Male	20	140.75	29.42	38	0.49 ^{NS}	0.63
Female	20	134.65	26.02			

^{NS}Not Significant

From the table 3, it was found that the mean scores of emotional maturity of higher secondary Arts students is 140.75 for male and 134.65 for female students. The t test was conducted to compare the emotional maturity of male and female Arts students and the t value was found 0.49. As the calculated t value is smaller than the critical value (1.97) at 0.05 level of significant, it can be concluded that there is no significant difference between the emotional maturity of higher secondary Arts (male and female) students.

Table 4: The mean scores of emotional maturity of higher secondary science (male and female) students

Science	N	Mean	SD	df	t-value	p-value
Male	20	126.15	12.58	38	0.11 ^{NS}	0.91
Female	20	134.75	19.47			

^{NS}Not Significant

From the table 4, it was found that the mean scores of emotional maturity of higher secondary science students is 126.15 for male and 134.75 for female students. The t test was conducted to compare the emotional maturity of male and female science students and the t value was found 0.11. As the calculated t value is smaller than the critical value (1.97) at 0.05 level of significant, it can be concluded that there is no significant difference between the emotional maturity of higher secondary science (male and female) students.

Table 5: The mean scores of emotional maturity of senior secondary commerce (male and female) students

Commerce	n	Mean	SD	df	t-value	p-value
Male	20	143.9	18.84	38	0.75 ^{NS}	0.46
Female	20	142	19.08			

NS Not Significant

From the table 5, it was found that the mean scores of emotional maturity of higher secondary commerce students is 143.9 for male and 142 for female students. The t test was conducted to compare the emotional maturity of male and female commerce students and the t value was found 0.75. As the calculated t value is smaller than the critical value (1.97) at 0.05 level of significant, it can be concluded that there is no significant difference between the emotional maturity of higher secondary commerce (male and female) students.

Therefore, the stated null hypothesis "There is no significant difference in the emotional maturity among male and female higher secondary school students in Aizawl city" was accepted.

Objective 3: Level of emotional maturity among arts, science and commerce stream of higher secondary school students in Aizawl city.

H02: There is no significance difference in the emotional maturity among arts, science and commerce stream of higher secondary school students in Aizawl City.

Table 6: The mean scores of emotional maturities of Arts, science and commerce higher secondary school students in Aizawl

Stream	N	Mean	SD	df	f-value	p-value
Arts	40	143	18.38	2,117	1.84 ^{NS}	0.11
Science	40	110	9.89			
Commerce	40	149.5	33.23			

^{NS}Not Significant

In order to find out the significance of difference of emotional maturity among higher secondary students of Aizawl city, statistical analysis of ANOVA f-value between respondents of the three streams i.e., Arts, Science and

Commerce in their level of emotional maturity was calculated and analysed. In table 6 the mean scores are 143, 110 and 149.5 respectively for Arts, Science and Commerce students of higher secondary school in Aizawl city. To examine the variation among these three groups, the investigator employed one-way ANOVA. The calculated f-value was found 1.84 which is smaller than the critical value at 0.05 level of significant. Hereby, the stated null hypothesis is accepted.

Thus, there is no significant difference in the emotional maturity among arts, science and commerce stream of higher secondary school students in Aizawl city.

Major findings

The Level of Emotional Maturity of Higher Secondary School Students in Aizawl City

Out of 120 respondents, only 1 student (0.83%) was extremely stable in emotional maturity, and another 1 student (0.83%) was moderately stable. Six students (5%) were classified as unstable, while the majority, 112 students (93.33%), were found to be extremely unstable in their emotional maturity.

Emotional maturity of male and female higher secondary school students in Aizawl city

There is no significant difference between male and female on emotional maturity of higher secondary school students in Aizawl city

Level of emotional maturity among arts, science and commerce stream of higher secondary school students in Aizawl city

There is no significant difference between male and female of higher secondary school students in Aizawl city with reference to different stream on their emotional maturity

CONCLUSION

Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and so on. In the present study, majority of the higher secondary school in Aizawl city are found to be extremely unstable. It was found that there is no significant difference in the emotional maturity among male and female higher secondary school students in Aizawl city. It was also found that there is no significant difference in the emotional maturity among arts, science and commerce higher secondary school students in Aizawl city. The level of Emotional Maturity of Higher Secondary School Students in Aizawl City. Out of 120 respondents, only 1 student (0.83%) was extremely stable in emotional maturity, and another 1 student (0.83%) was moderately stable. Six students (5%) were classified as unstable, while the majority, 112 students (93.33%), were found to be extremely unstable in their emotional maturity. Emotional maturity of male and female senior secondary school students in Aizawl city. In general, teachers have a significant influence in the lives of the students. A teacher's efficacy, classroom management, communication skills, and ability to inspire kids to learn can all be directly related to or ascribed to the triumphs and failures of their students. Students feel more motivated and involved in the learning process when they have a positive relationship with their teacher. Students will respond positively to a loving teacher who makes an effort to establish a positive learning atmosphere in the classroom, and they will be better equipped to learn when they believe that their work in class has significance, have the chance to show off their skills,

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