



## **ADOLESCENCE AND EMOTIONAL PROGRESSION: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS IN HARYANA**

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### **Abstract**

*Emotional progression is the characteristic of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking inculcated with righteousness and contentment. On the other hand, if a person is not progressing emotionally, then he becomes crippled in terms of living his life in a normal way. In this way, emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. One is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied. In this view, a study was conducted to measure the levels of emotional progression of the adolescent children. The sample consists of 180 adolescent students of three private and three government schools of Gurgaon District. The data was collected using a standardized tool namely Emotional Maturity Scale (EMS) developed by Dr. Mahesh Bharagava and Dr. Yashvir Singh in 1990. It was concluded that the comparative difference between the emotional progression of adolescent students of private and government schools in Gurgaon was negligible.*

**Keywords:** *Emotional Maturity, Adolescents, Emotional Progression*



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### **I. Introduction**

Emotional maturity is defined as a process in which the personality is continuously striving for greater sense of emotional health, both intra psychically and intra personally (Smitson, 1974). The dictionary of psychology refers emotional maturity as a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children. According to Singh & Bhargava (1990) an emotionally matured person is not one who necessarily has resolved all conditions that arouse anxiety and hostility, but it is continuously involved in a struggle to gain health,

integration of feelings, thinking and action. Emotional maturity is therefore a process of clarification and evaluation, an attempt to integrate feeling, thinking and behavior.

Vyas, Charu (2008) conducted “A Comparative study of Anxiety, Emotional Maturity, and Security-Insecurity among adolescents of co-education and unisex education schools.” The main objective of the study was to find out the effect of nature of schools on anxiety, emotional maturity, security-insecurity of adolescent girls and boys. The result revealed that no significant difference was found in anxiety, emotional maturity and security-insecurity of boys and girls coming from co-education and unisex education schools.

Kaplan & Baron (1986) while elaborating the characteristics of an emotionally mature person argued that such a person has the capacity of to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration and has belief in long – term planning. The most outstanding mark of emotional maturity, according to Cole (1944) is the ability to bear tension. Emotional maturity becomes all the more important area of concern for the adolescence who is striving with their identity and individuality. Adolescence is the bridge between childhood and adulthood. It is a time of rapid development of growing to sexual maturity, discovering one’s real self, defining personal values and finding one’s vocational and social direction. Adolescence is a time when psychiatric conditions such as depression and other mood disorders become apparent, leading to a risk of suicide. Eating disorders such as anorexia nervosa and bulimia nervosa, are particularly common in adolescents.(Pастey&Aminbhavi, 2006) MadhuriPatil (2003) reports that adolescence is accompanied by some stress, related to school, family and peers, and this stress can at times be difficult to manage.

Aleem (2005) tried to find out the prevalence of emotional stability among male and female students and examine difference between the mean scores of male and female students on emotional stability. Thus, Emotional stability questionnaire was administered on 50 male and 50 female students of different colleges of New Delhi. The results showed that male students are found to be more emotionally stable than female students

As the major part of a country’s population ranges between the ages 13 to 21 years (Census, 2011), it is therefore necessary that relevant data and information on diverse adolescents should be collected, examined and analyzed in order to inform and shape practices to make classrooms and schools responsive to the learning needs of the children.

## **II. Objectives of the Study**

The objective of the study was to analyze the levels of emotional maturity of adolescents with the focus on emotional progression thereby to determine the difference if any, in the emotional progression of adolescent students studying in Private and Government Schools in Gurgaon.

## **III. Hypothesis**

H<sub>0</sub> : There is no significant difference between the emotional progression of adolescent students studying in private and government schools in Gurgaon.

## **IV. Research Design**

The research design was essentially descriptive in nature. Survey method was used to obtain persistent and precise information concerning the current status of the phenomenon and draw valid conclusion.

- ***Sample***

The study was carried out in 6 schools of Gurgaon district of Haryana using the technique of simple random sampling. A total of 180 students from the secondary level were chosen for the study. An effort was made to have equal representations from both government and the private schools for comparative purposes.

- ***Tools Used***

The Emotional Maturity Scale (EMS) developed by **Dr. Mahesh Bharagava and Dr. Yashvir Singh** was used by the researcher. EMS measured five major categories of Emotional Maturity namely the Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence using a five point scale.

- ***Analysis of the data***

Since the data was quantitative in nature thus appropriate statistical techniques were employed including the mean, standard deviation, t-value etc. The t-value which is a statistical test of significance difference between the means was worked out for the determination of whether an observed difference of such means was of considerable magnitude that it cannot be attributed to chance factors or sampling variations or not. The significance level for the t- test was taken to be 0.05. The scores obtained from the adolescents of the private and the government schools were independently grouped to calculate the mean and the standard deviation. An attempt was then made to examine the differences between the emotional progression of adolescent students studying in private and government schools in Haryana. The values obtained from the t-test are listed in the table below:

**Table 1: The Calculated Values of Mean, S.D., t-value for Emotional Progression on EMS**

Area	School type	N	Mean	Standard Deviation	t-value
Emotional Progression	Government	180	18.18	1.73	1.43
	Private	180	17.78	1.99	

The interpretation according to the guidelines revealed that the adolescent students of government schools scored 18.18 mean and the adolescent students of private schools scored 17.78 mean for emotional progression in the Emotional Maturity Scale. The sampled adolescent students of both the schools were moderately stable in their emotional maturity level which indicated that they were emotionally progressive. The t value for the data came out to be 1.43 which was much less than the table value of 1.97 at degrees of freedom 178. Thus the null hypothesis stood accepted.

#### **V. Findings of the Study**

The null hypothesis stands accepted highlighting no significant difference between the emotional progression of adolescent students studying in private and government schools in Gurgaon. Thus it may be inferred that the emotional progression level of the adolescents is similar irrespective of the type of school they are studying in.

#### **VI. Conclusion**

It may be concluded that the students enrolled at the government and the private schools have similar emotional progression level. Adolescence has a similar impact on the student's emotional progression levels irrespective of the type of school they are enrolled in. Adolescents of both the schools are emotionally progressive and the comparative difference between the emotional progression of adolescent students of Private and Government Schools in Gurgaon is thus negligible.

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