

## **A STUDY ON EMOTIONAL MATURITY AND MORAL VALUES AMONG SENIOR SECONDARY SCHOOL STUDENTS**

**Geeta Rani, Ph. D.**

*Assistant Professor, M. D. College of Education, Abohar, Punjab.*

### **Abstract**

*Emotional development is one of the major aspects of human growth and development. Emotional instability leads to anxiety and stress. Emotional Maturity is said to be the foundation for leading happy and satisfied life. Moral development is also controlled by emotions and experiences. Moral values are decreasing day by day in the society. Therefore, the present study was conducted to study the emotional maturity and moral values among senior secondary school students. The study was conducted on a sample of 100 (50 male and 50 female) students of 11<sup>th</sup> and 12<sup>th</sup> classes of 5 senior secondary schools of Gaya District of Bihar. Emotional Maturity scale (Singh and Bhargav) and self made questionnaire to assess moral values were used for data collection. Findings indicated that a positive and significant relationship was found between emotional maturity and moral values. Significant difference was found between emotional maturity of male and female senior secondary school students while male and female students showed no difference in terms of moral values.*

**Keywords:** *Emotional Maturity, Moral Values.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

It is generally agreed that the main function of education is to promote a balanced development of physical, moral, mental and spiritual aspects of a student to promote a responsible citizen who strive to promote national development and growth. Education is meant for developing three domains i.e. cognitive, affective and conative. The education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop conative aspect which deals with motor skills. The affective aspect which deals with emotions, feelings and sentiments of the child is largely neglected by our Education. Emotional development is one of the major aspects of human growth and development. Emotions like fear, anger, love, affection, play important role in child personality. Emotional Maturity is said to be the foundation for leading happy and satisfied life. In the modern society neither individual are emotionally stable nor emotionally mature to handle their life in society. This emotional instability leads to anxiety and stress. Even the modern society and education today does not provide the curriculum and methods for the multidimensional growth of the personality. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotionally imbalance and maladjusted. This single sided development

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and non-adjustment with emotions of the person.

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour. Geoghagen et.al. (1963) says that a person is considered emotionally mature when his responses to a situation are (a) Appropriate to his degree of development and (b) Proportionate to the demands of situation. Walter and Smitson (1974) said, Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally." Emotions are aroused by happenings or circumstances that enhance the gratification of a person need or the realization of high goal.

Moral development is also controlled by emotions and experiences. Moral values play an important role in every aspect of an individual's life. It is necessary for the holistic growth of an individual. The term moral value is ambiguous and requires some definitions. It signifies the specific values that particular cultures generally hold in regard. Moral is defined as right conduct, not only in our immediate social relations, but also in our dealings with our fellow citizens and with the whole of human race. Moral values involve "social education which covers the way the individual deals with other members of the community" (Sarangi, 1996, p. 1). It is also a responsible attitude towards others and an understanding of right and wrong behaviour, expected by the norms of the society.

#### RATIONALE

The Indian society is becoming increasingly materialistic. This kind of society make people over ambitious, jealous, selfish and materialistic, emotionally imbalance and maladjusted. This leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and non-adjustment with emotions of the peoples. During adolescence, one gets excited very soon. Adolescents undergo lot of emotional and social pressure. In this world of cut throat competition they want to achieve their desired things by any means, be it right or wrong. There is a lack in

morality of people. The present environment of society is making students emotionally immature. To cope-up this situation and alleviate the behavior of students, and to establish a good amount of endurance in students strong Emotional Maturity and cultivation of moral qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability is needed. Keeping in view the above facts present study was conducted by the investigator.

### **REVIEW OF LITERATURE**

Silven Tomkins (1999) reported that, there are significant differences between the mean scores of male and female students on emotional maturity. Female students are more emotionally matured, compared to male students. Shilpa (2012) has done a study to examine the emotional maturity among adolescent based on gender differences. It was found from the study that emotional maturity among adolescents does not vary due to gender differences. In contrast to the above mentioned studies the following studies have found difference in emotional maturity of the respondents due to gender differences. Nehra (2014) in her study to know the relationship between adjustment and emotional maturity at secondary stage has revealed that there is no significant difference between the emotional maturity and no significant relationship between adjustment and emotional maturity of boys and girls studying in class IX. Kaur, M. (2013) has done a comparative study on emotional maturity of senior secondary school students. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.

Manhas, S. & Ms. Kousar, R. (2012) conducted a study to determine the level of morality among adolescents and to assess it as a function of their age and gender. The sample consists of 160 adolescents in of age group between 13 and 18 years. The sample was selected by random sampling procedure from rural areas of Samba District, Jammu, J&K. The standardized Moral Values Scale was used for data collection. The result showed that majority of the sample had moderate to low morality level. None of the sample adolescents had very high morality and only few have high moral values. However, no significant differences were found in the moral values of boys and girls. The objective of the study conducted by (Martinez, B., Jose, J., Arganis, L., Maritza, J. (2013) was about the formation in moral values at the mid-superior level (11-18 years old). The study was based on a documental analysis and the opinions provided by few international organizations in the field

of education. The result emphasized on the inclusion of formation in moral values by the transversal axis and the integrated curriculum.

## **OBJECTIVES**

The objectives of the present investigation were:

1. To study the relationship between emotional maturity and moral values of senior secondary school students.
2. To study the significance of difference between the emotional maturity of male and female senior secondary school students.
3. To study the significance of difference between moral values of male and female senior secondary school students.

## **HYPOTHESES**

The hypotheses of the present study were:

1. There will be no significant relationship between emotional maturity and moral values of senior secondary school students.
2. There will be no significant difference between the emotional maturity of male and female senior secondary school students.
3. There will be no significant difference between the moral values of male and female senior secondary school students.

## **METHODOLOGY**

**Research Method:** Survey method of research was used.

**Sample:** The sample of the present study included 100 (50 male and 50 female) students studying in 11<sup>th</sup> and 12<sup>th</sup> class of 5 senior secondary schools of Gaya district of Bihar.

**Tools Used:** To collect the data on emotional maturity of senior secondary school students, the Emotional Maturity Scale constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1999) was used. The tool has 48 items with 5 domains such as 1) Emotional Stability, 2) Emotional Progression, 3) Social Adjustment, 4) Personality Integration and 5) Independence. A self made questionnaire was used by the investigator to collect the data on moral values. It has fifteen items which have answers is Yes or No. Scoring was done by giving 1 point for each Yes and zero point for each No.

**Statistical Techniques used:** Mean, Standard Deviation, t-test and Karl Pearson's coefficient of Correlation was used to analyse the data.

## ANALYSIS AND INTERPRETATION

**Table 1. Relationship between emotional maturity and moral values**

Variables	N	Df	r	Level of significance
Emotional Maturity	100	98	.34	Significant at 0.05 level
Moral Values	100			

The above table shows a positive and significant relationship ( $r=.34$ ) between emotional maturity and moral values of students studying in senior secondary schools. Therefore null hypothesis 1 there will be no significant relationship between emotional maturity and moral values of senior secondary school students is rejected.

**Table 2. Difference between emotional maturity of male and female senior secondary school students**

Students	N	M	S.D.	t-value	Level of Significance
Male	50	128.86	16.21	1.99	Significant at 0.05 level
Female	50	122.04	18.02		

Table 2 shows the mean value for emotional maturity of male senior secondary school students is  $M=128.86$  and standard deviation is  $S.D. =16.21$  while mean for emotional maturity for female senior secondary school students is  $M=122.04$  and  $S.D. =18.02$ . t-value for difference between the means is 1.99 which is significant at 0.05 level of significance. Male senior secondary school students are more emotionally mature than female senior secondary school students. Therefore hypothesis 2 there will be no significant difference between the emotional maturity of male and female senior secondary school students is rejected.

**Table 3. Difference between moral values of male and female senior secondary school students.**

Students	N	M	S.D.	t-value	Level of Significance
Male	50	12.35	3.16	1.67	Not Significant
Female	50	11.24	3.49		

It is clear from the table 3 Mean of moral values for male students is 12.35 while mean of moral values for female students is 11.24. t-value for difference between the means is 1.67

which is not significant. It conveys that there is no significant difference between moral values of male and female secondary school students. Therefore hypothesis 3 is accepted.

## **CONCLUSION**

There is positive and significant relationship between emotional maturity and moral values of students studying in senior secondary schools. Female students are emotionally immature as compared to male students as calculated t value 1.99 is higher than the criterion t value. Contrary to this, Lakshmi and Krishnamurthy (2011) in their study on emotional maturity of higher secondary school found that the level of emotional maturity of female students is higher than that of the male students. Further the study measured the difference in the current level of moral values in male and female students and found that there is no significant difference in the current level of moral values of male and female students of secondary schools.

## **IMPLICATIONS**

Present study gives insight to the emotional maturity and current morality level of senior secondary school students in relation to their gender. The teachers and parents should identify the causes of less emotional maturity in students and try to motivate them. In future, we may change curricular and co-curricular activities of senior secondary school students keeping in mind their gender, so that future generation may be more emotional mature to lead better life. Educational set up and school environment is also a major factor to motivate the students and increase their emotional maturity. The teacher should act as friend, philosopher and guide for the students and must show sympathetic behavior towards them. It is the joint responsibility of schools and parents to imbibe moral values in students. For this different and diverse activities should be organised. Parents and teacher should present ideal examples so that students can learn morality from them.

## **REFERENCES**

- Crow and Crow (1962). Child Development and Adjustment, New York: MacMillan Company.*
- Geoghagen, B., Pollard, M.B. & Kelly, M. (1963). Developmental Psychology. Milwaukee U.S.A: The Brue Publishing Company.*
- Jose B M J, Maritza L A J (2013).The Formation in Moral Values in High School Education by Means of the Transversal Axis and the Integrated Curriculum. Procedia: Social and behavioural sciences, 106, 2807–2816.*
- Kaur, M. A (2001). Study of Emotional Maturity of Adolescents in relation to Intelligence, Academic achievement and Environmental catalysts. Unpublished Ph.D. (Education) Thesis, Panjab University.*

- Kaur, S.(2015). *Moral Values in Education. ,IOSR Journal of Humanities and Social Sciences*,20(3),21-26.
- K. Subbarayan, G. Visvanathan. (2011). *A Study on Emotional Maturity of College Students. Recent Research in Science and Technology*, 3(1), 153-155.
- Lakshmi and Krishnamurthy (2011). *A Study on the Emotional Maturity of Higher Secondary School Students. International Journal of Current Research*,33(4), 183-85.
- Sabapathy, T. (1986). *A study of Relationship of Manifest Anxiety, Emotional Maturity of standard Xth students of their Academic Achievement. Fourth Survey of Research in Education (Vol.1) New Delhi, NCERT, 84.*
- Sarangi R (1996). *Moral education in schools: Bases and implications. New Delhi: Deep & Deep Publications.*
- Singh, Y. & Bhargava, M. (1999). *Manual for Emotional Maturity Scale (EMS). Agra: National Psychological Corporation.*
- Noor,I. (2017). *Emotional Maturity: A Comparative Study of emotional Maturity of Teacher trainees in Bareilly District (U.P.). International Journal of Research in Humanities, Arts and Literature*, 5(II),203-208.