



A RELATIONSHIP BETWEEN EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS AND PROTECTIVENESS AS A DIMENSION OF HOME ENVIRONMENT

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ABSTRACT

The development of a man's emotional maturity requires the integration of many facets of his personality and selves. The idea of oneself is not frequently discussed in educational literature. The development of emotional growth was a topic on which few scholars concentrated their research. The integrated self, which is emotional maturity, is what enables any connection between intrapersonal and interpersonal communication processes. The ability to achieve one's personal potential within the confines of social expectations is referred to as emotional maturity. Every person needs emotional maturity to develop, thus the sooner we can strike a delicate balance between the different aspects of a young child's personality, the more we will be able to prevent developmental problems. This will also help the adult develop a stronger and more solid personality structure, enabling him to interact with people effectively, make the most of his abilities, and understand that emotional maturity is a vastly complicated notion of the utmost significance.

KEY WORDS: Emotional Maturity, Secondary School, Students And Protectiveness, Dimension, Home Environment.

INTRODUCTION

The development of emotional maturity occurs over the course of a person's life, but it is crucial for parents and educators to understand that emotional intelligence must be fostered from a young age. The seed we sow in early childhood will bear fruit throughout one's various ages as well as during one's active life. The culmination of it will come in old age, when each of us will act on fundamental and secure footing in the contracting and wilting universe that surrounds the older

person. Therefore, focusing on emotional development in early life is an investment in the future of man. In order to clarify the meaning of the term "emotional maturity," it is required to define the terms "emotion" and "maturity" individually.

Emotion: The word "emotion" comes from the Latin verb "emovere," which meant to stir up or move out. An organism that is emotionally charged experiences both internal and outward physical changes. Humans naturally experience emotions, and we can all remember times when we've been sad, scared, furious, or happy. How each person expresses their emotions and their level of self-awareness varies. Strong emotions might make us act immaturely, like a youngster who isn't getting what they want. Emotion is a severe disruption of the person as a whole, having a physical genesis and affecting behavior, conscious experience, and visceral functioning.

Emotion is still necessary as a fundamental presence, the essential balancing, and the reflective mirror opposite to reason's superiority.

According to Wordsworth, "emotion is a moved or aroused state of an organism. The way it looks to the individual is because of an agitated emotional state. The way it seems to an outsider is that it is a disordered muscle and glandular activity.

An emotion, according to Crow and Crow, is "an effective experience that goes hand in hand with widespread interior adjustment and mental and physiological stirred up states in the individual and that expresses that in his overt action."

Emotion, according to Charles G. Moris, is "a complex affective experience involving diffuse physiological changes and capable of being overtly manifested in recognizable behavioral patterns.

COMPONENTS OF EMOTION

The components of emotions are:



Cognitive thinking: Since we know the situation is harmful rather than harmless and as a result of thinking, cognitive component of emotion suggests that emotions are typically directed towards people or objects (e.g., we are in a state of anxiety because the scenario is dangerous).

Physiological: The term "physical component" indicates that emotion typically involves a number of body changes. Arousal in the sympathetic branch of the autonomic nervous system or hormonal activity in the endocrine glands are two of the main causes of many of them.

Experimental: It refers to the sensation brought on by hormonal activity in the endocrine system or arousal in the sympathetic division of the autonomic nervous system.

Expressive: These include bodily posture and additional nonverbal behaviors, such as facial expression.

Behavioural: The pattern of behavior brought on by the emotional state is included in the behavioral component.

Therefore, emotion in an organism is a dynamic internal adjustment that works towards the individual's happiness and welfare.

As a result, psychologists use several definitions of the word emotion. The term "emotion" has been used to describe a variety of states, including upset, euphoria, persistent, severe, and chronic anxiety. The range of emotions includes rage, fright, affection, attention, interest, passionate love, ambition, zeal, and a fleeting focus. These feelings may cause pleasure, a persistent interest that propels one to accomplish a challenging task, or they may obstruct the personality's healthy growth. The overall conclusion of the foregoing is that students should be assisted in managing negative emotions and fostering positive ones.

MATURITY

In the literature, the idea of maturity has not gotten a lot of specific emphasis. The crucial definition of the "genital level" and the "object interest" has resulted from the delineation of libidinal development (Freud 1924). Interest in the more intricate aspects of maturity has recently been focused on the clash between the regressive dependents and the progressive productive forces in the personality.

Although "mature" literally means "ripe" or "full development," its psychological connotation is more ambiguous. A youngster could be mature in the sense that he has attained the stage of development appropriate for his behavior.

In psychological literature, emotional control is primarily what is meant when someone is said to be mature. This indicates that an emotionally mature person is able to regulate his emotions, and that it is not just about restrictions control but also about the good things about human nature. If a person can feel the right emotion in the right circumstance and express it with the right quality, they are said to be emotionally mature.

The ability to see a task or circumstance through to completion shows maturity. It is the ability to handle discomfort, annoyance, discomfort, and defeat without complaining or giving in. It is the capacity to decide something and stick with it. The ability to fulfill the obligations of a romantic relationship requires maturity, which calls for dependability. It is the capacity to channel your energies and abilities and go above and beyond what is required of you in your relationship.

NATURE OF MATURITY:

- 1) The transition from the fetus' parasitic reliance to the parent's relative independence and parental capacity for duty for the spouse and child is one that Sigmund Freud and Franz Alexander stressed the most.



- 2) The organism's enhanced potential for responsibility and productivity as well as its decreasing receptive demands are intimately linked to its evolution from parasitism on the mother to relative independence from the parents. Being loved is usually regarded of as the incentive for children to learn to regulate their aggression, libido, and other urges as well as to develop the orientations of maturity.
- 3) Relative freedom from the well-known trinity of superiority, egotism, and competitiveness is the third sign of maturity.
- 4) The conditioning and training required for socialization and domestication constitute another part of maturity.
- 5) Hostile aggressiveness is always a symptom of emotional irritability or threat, using the phrase to include all types of rage, hate, cruelty, and belligerence.
- 6) A strong grasp of reality is another essential quality of maturity.
- 7) Flexibility and adaptability are further traits of maturity.



RESEARCH METHODOLOGY

Research is an organized activity that follows a scientific technique. A research design offers a structure for conducting the activity. It makes a connection between the research's initial questions and the data to be gathered and conclusions to be reached. It offers a conceptual framework and a strategy for moving from open-ended inquiries to a set of conclusions. Only the right design can change the facts in the context of the goals and allow the researcher to get results. A research design is the setting up of conditions for data collection and analysis in a way that tries to combine relevance to the study purpose with economy in technique.

The following elements would make up the format of the investigations as a guide for the research design employed in this study: a. method of study b. sample of study c. tools of study d. data collecting e. techniques used for data analysis. This study's current technique is based on descriptive research. Analysis of the links between the dependent variables and their generalization is also stressed. The descriptive technique examines the relationships between variables and is concerned with the current circumstances, situations, events, and practices.



Descriptive research is therefore thought to be the best approach for carrying out this study among senior secondary school pupils. In order to determine the relationship between senior secondary school students' emotional maturity and their self-esteem, home environment, and mental health, a co-relational study design was employed.

COLLECTION OF DATA

Students in senior secondary schools between the ages of 17 and 18 were the subjects of the current study. The investigator herself paid a visit to the impacted schools on various occasions. She met with the teachers and went over the goal and process of data collecting. The investigator got a written authorization that was duly acknowledged by the relevant authorities. Finalized were the dates that suited the school administration. When the investigator approached the authorities on the predetermined dates, they assisted him in finding the classrooms. By exchanging introductions and providing succinct explanations of the study's goal and objectives, rapport was built with the students. The pupils were informed that these exams and their outcomes had no bearing on either their performance on the test or their personal lives. They were made aware that the information they provided would be kept private and utilized only for research purposes. The instructions provided in the examinations were verbally delivered to the subjects prior to the delivery of the surveys to ensure that the students provided accurate answers.

SAMPLE

Students from senior secondary schools in the Gurgaon district made up the study's sample. A multistage random sample approach was used in the study in order to keep it manageable. The District Education Officer provided a list of senior secondary government and non-government schools in the Gurgaon district, and 8 schools were randomly chosen from that list based on their



urban and rural backgrounds. A list of class XI and XII pupils in each school was requested from the relevant staff, and 60 students from each school were selected by lottery out of that list. The researcher initially chose 480 subjects from each of the 8 schools, but because to subject mortality, many children were unable to finish all of the exams and had to be dropped. The investigator was so left with 500 participants. As a result, 400 students in classes XI and XII, aged 17 to 18, participated in the research study.

RESULTS AND DISCUSSION

Objective 1: to ascertain the connection between control as a component of the family environment and emotional maturity in senior secondary school pupils.

In the table 1 below, the findings for this target are shown.

Table 1: Relationship between Emotional Maturity among senior secondary school students and Control as a dimension of home environment

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	-.16**	Significant at.01 level
Control		

** Significant at .01 level

* Significant at .05 level

The coefficient of association between emotional maturity and control as a dimension of the family environment is -.16, which is significant at the.01 level of significance, according to a perusal of

Table-1. The result is that emotional maturity and control, a measure of the home environment, are negatively connected in this sample, suggesting that emotional maturity will decline as domestic control levels rise. As a result, Hypothesis No. 1, which claimed that "There is no significant relationship between emotional maturity among senior secondary school students and control as a dimension of home environment," is disproved. Instead, it should be read as "There is a significant negative relationship between emotional maturity and control as a dimension of home environment."

Objective 2: to ascertain the relationship between protectiveness as a component of the home environment and emotional maturity in senior secondary school students.

The following table -2 lists the findings for this objective:

Table 2: Relationship between Emotional Maturity among senior secondary school students and Protectiveness as a dimension of home environment

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	-.22**	Significant at .01 level
Protectiveness		

** Significant at .01 level , * Significant at .05 level

The coefficient of association between emotional maturity and protectiveness as a feature of the home environment is -.22, which is significant at the .01 level of significance, according to a perusal of Table -2. Therefore, it can be stated that emotional maturity and protectiveness as a home

environment dimension are negatively connected in this sample, indicating that there will be a decline in emotional maturity as protectiveness at home increases. As a result, Hypothesis No. 2, which claimed that "There is no significant relationship between emotional maturity among senior secondary school students and protectiveness as a dimension of home environment," is disproved. Instead, it should be read as "There is a significant negative relationship between emotional maturity and protectiveness as a dimension of home environment."

Objective 3: to ascertain the association between punishment as a component of the family environment and emotional maturity in senior secondary school pupils.

The following table -3 lists the findings for this objective:

Table-3: Relationship between Emotional Maturity among senior secondary school students and Punishment as a dimension of home environment

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	-.23**	Significant at .01 level
Punishment		

** Significant at .01 level, * Significant at .05 level

The coefficient of association between emotional development and punishment as a dimension of the family environment is -.23, which is significant at the.01 level of significance, according to a perusal of Table-3. Therefore, it can be argued that emotional development and punishment as a factor in the home environment are negatively connected in this sample, suggesting that emotional development will decline as household punishment levels rise. As a result, Hypothesis No. 3, which

claimed that "There is no significant relationship between emotional maturity among senior secondary school students and punishment as a dimension of home environment," was found to be untrue. Instead, it should be rephrased as "There is a significant negative relationship between emotional maturity and punishment as a dimension of home environment."

Objective 4: To find out the relationship between emotional maturity among senior secondary school students and conformity as a dimension of home environment.

Table 4- following lists the findings with regard to this goal:

Table 4: Relationship between Emotional Maturity among senior secondary school students and Conformity as a dimension of home environment

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	-.18**	Significant at .01 level
Conformity		

** Significant at .01 level

* Significant at .05 level

The coefficient of association between emotional maturity and conformity as a dimension of the family environment is -.18, which is significant at the .01 level of significance, according to a perusal of Table 4. Therefore, it can be inferred that emotional maturity and conformity as a home environment dimension are negatively correlated in this sample, indicating that there will be a decline in emotional maturity as home conformity increases. As a result, Hypothesis No. 4, which

claimed that "There is no significant relationship between emotional maturity among senior secondary school students and conformity as a dimension of home environment," was found to be untrue. Instead, it should be rephrased to say that there is a significant negative relationship between emotional maturity and conformity as a dimension of home environment.

Objective 5: to ascertain the connection between social isolation as a component of the home environment and emotional maturity in senior secondary school pupils.

Table 5 following lists the findings with regard to this goal:

Table 5: Relationship between Emotional Maturity among senior secondary school students and Social Isolation as a dimension of home environment

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	-.19**	Significant at .01 level
Social Isolation		

** Significant at .01 level; * Significant at .05 level

A perusal of Table -5 reveals a -.19 coefficient of correlation, which is significant at the.01 level of significance, between emotional development and social isolation as a component of the family environment. Therefore, it can be stated that emotional development and social isolation as a measure of the home environment are negatively connected in this sample, indicating that emotional development will decline as social isolation increases. Since there is a significant negative relationship between emotional maturity and social isolation as a dimension of home environment, Hypothesis No. 5, which claimed that "There is no significant relationship between emotional



maturity among senior secondary school students and social isolation as a dimension of home environment," is rejected.

CONCLUSION

Controlling your emotions rather than allowing them to overwhelm you is the definition of emotional maturity. Emotional maturity refers to your ability to control and monitor your emotions, assess others' emotional states, and influence other people's decisions and behavior. A person's relationship history has a significant impact on how emotionally mature they are. Along with intellectual and interpersonal intelligence, emotional intelligence plays a significant role in life. One can evaluate emotional freedom and emotional development with the aid of such intelligence. Your level of emotional maturity can be determined in large part by how you handle each relationship.

Emotionally fragile students may therefore engage in academic cheating. While a stable youngster is aware of both his strengths and weaknesses. He always moves forward using his strengths. He created goals that he could actually reach and continued to work toward. He puts his effort towards achieving his goals. This may be the result of the fact that very stable male senior secondary school students are able to focus on their studies and avoid academic dishonesty. A person who has the ability to manage his emotions, who can endure suffering and setbacks without showing self-pity, may yet be emotionally confused and immature. Emotional maturity, is a process in which the personality consistently aspires to a larger feeling of emotional health, both intra-personally and externally. The ability to handle tension is the most notable sign of emotional maturity. The emotionally mature person is continuously working to attain a healthy integration of their feelings and thoughts with their actions. They are not necessarily someone who has handled all the issues that caused them to feel anxious or hospitable.

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