

"A Comparative Study of Emotional Maturity of Senior Secondary Students of C.B.S.E. BOARD & U.P. Board Schools"

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Emotions are very important for life. Without emotions life becomes monotonous and dull. They change with the age of the child. In the child hood, the child shift his emotions very rapidly. Children fail the hide their emotions but express them indirectly through different activities as crying, nail biting, thumb sucking & speech difficulties. By the end of rate childhood the children learns to control their emotional expression in social situation.

Emotions are very important for life. Without emotions life becomes monotonous and dull. They change with the age of the child. In the child hood, the child shifts his emotions very rapidly. Children fail the hide their emotions but express them indirectly through different activities as crying, nail biting, thumb sucking & speech difficulties. By the end of rate childhood the children learns to control their emotional expression in social situation.

When emotions should not be trained properly then it leads to personality maladjustment. Highly emotional conditions disturb mental equilibrium and reasoning and thinking are disrupted. Children do not express their feelings and they become maladjusted. They have the feeling of inferiority, restlessness, host ability, aggressiveness & self centeredness etc. They lack of capacity to dispose off problems. They remain irritate and need a constant help for one's day to day work. In severe case, the person represent disintegration of personality, like reaction, phobias formation, rationalization, pessimism, immorality etc. & reacts to environment through aggressiveness, destruction and has distorted sense of reality.

Operational Definition of the Term Emotional Maturity: According to fred McKenny,

"The Characteristics of Emotionally Matured Person are heterosexuality, appreciation of attitude & behaviour of others, tendency to adopt the attitudes & habits of others & capacity to delay his own responses."

Senior Secondary Student: The Students who are study in Class XI and XII are known as senior secondary students.

Significance of the Study

The study has an extensive scope and significance. It puts light on a number of emotional maturity factors of

senior secondary student. The emotional maturity is of major importance in education particularly in the more personal aspect of motivation, attitude, character formulation and adjustment which are the foundations upon which school and out of school success ultimately rest. Conclusion drawn from this study may put light on the behaviour patterns of students who are most emotionally mature and who are not changing the behaviour patterns of necessary.

Objectives of the Study

1. To compare the emotional unstability dimension of emotional maturity of Senior Secondary students studying in CBSE and U.P. Board Schools.
2. To compare the emotional regression dimension of emotional maturity of Senior Secondary students studying in CBSE and U.P. Board Schools.
3. To compare the social maladjustment dimension of emotional maturity of Senior Secondary students studying in CBSE and U.P.Board Schools.
4. To compare the personality disintegration dimension of emotional maturity of senior secondary students studying in CBSE and U.P. Board schools.
5. To compare the Lack of independence dimension of emotional maturity of Senior Secondary students studying in CBSE & U.P. Board Schools.

1.7 Hypothesis of the Study To achieve the above discussed objectives the following hypothesis have been formulated.

1. There is no significant difference between senior secondary students studying in CBSE & U.P.Board School with respect to emotional unstability dimension of emotional maturity.
2. There is no significant difference between senior secondary students studying in CBSE & U.P.Board School with respect to emotional regression dimension of emotional maturity.
3. There is no significant difference between senior secondary students studying CBSE & U.P.Board School with respect to social maladjustment dimension of emotional maturity.
4. There is no significant difference between senior secondary studying in CBSE & U.P.Board School with

respect to personality disintegration dimension of emotional maturity.

5. There is no significant difference between senior secondary studying in CBSE & U.P.Board School with respect to the lack of independence dimension of emotional maturity.

Table 1 Comparison of CBSE and U.P. board students of class XI on their emotional instability dimension of emotional maturity

Name of board	N	Mean	S.D.	t-value
U.P. Board	40	15.88	1.97	1.15
C.B.S.E Board	40	17	5.85	

Table-1. indicates that 't' was found 1.15 which is not significant at 0.05 level and .01 level for df (40+40-2=78). minimum required t-value is 2 and 2.65. Obtained 't' value is less than minimum required value.

Discussion

It means that two groups namely U.P. board & CBSE board students **do not differ significantly** on their emotional instability. They are equally emotionally unstable.

Table-2. Comparison of CBSE and U.P. board students of class XI on their emotional regression dimension of emotional maturity

Name of board	N	Mean	S.D.	t-value
U.P. Board	40	20.5	5.099	2.208
C.B.S.E Board	40	18	5.454	

Table -2 indicates that 't' was found 2.208 which is not significant at 0.05 level and significant at .01 level for d.f. (40+40-2=78). Minimum required t-value is 2 and 2.65. Obtained 't' value is greater than minimum required value. **Discussion -**

It means that two groups namely U.P. board & CBSE board students **differ significantly** on their emotional regression. The U.P. board students are more emotionally regretted as compared to CBSE board students.

Table 3. Comparison of CBSE and U.P. board students of class XI on their social maladjustment dimension of emotional maturity

Name of board	N	Mean	S.D.	t-value
U.P. Board	40	18.75	6.58	1.09
C.B.S.E Board	40	20.25	5.596	

Interpretation Table-3 indicates that 't' was found 1.09 which is not significant at 0.05 level and .01 level for d.f. 940+40-2=78). minimum required t-value is 2 and 2.65. Obtained 't' value is less than minimum required value. **Discussion** It means that two groups

namely U.P. board & CBSE board students **do not differ significantly** on their social maladjustment. They are equally social maladjusted.

Table-4 Comparison of CBSE and U.P. Board students of class XI on their personality disintegration dimension of emotional maturity

Name of board	N	Mean	S.D.	t-value
U.P. Board	40	17.75	4.45	1.27
C.B.S.E Board	40	16.25	5.99	

Interpretation Table-4 indicates that 't' was found 1.27 which is not significant at 0.05 level and .01 level for d.f. 940+40-2=78). minimum required t-value is 2 and 2.65. Obtained 't' value is less than minimum required value. **Discussion** It means that two groups namely U.P. board & CBSE board students **do not differ significantly** on their personal disintegration. their personality are equally disintegrated.

Table-5 Comparison of CBSE and U.P. board students of class XI on their lack of independence dimension of emotional maturity

Name of board	N	Mean	S.D.	t-value
U.P. Board	40	20.96	4.45	3.23
C.B.S.E Board	40	19.62	4.80	

Interpretation Table-5 indicates that 't' was found 3.23 which is significant at 0.05 level and .01 level for d.f. 940+40-2=78). minimum required t-value is 2 and 2.65. Obtained 't' value is greater than minimum required value. **Discussion** It means that two groups namely U.P. board & CBSE board students **differ significantly** on their lack of independence dimension. The C.B.S.E board students are more independent than U.P. board students.

Findings of the Study In the present study the investigator studied the various emotional maturity dimensions. major findings of this research are -

1. The U.P and CBSE board students do not differ significantly at emotional instability dimension. But the tool used indicates that lower the mean of the score, greater is the degree of the emotional stability. The mean of score of groups moved towards stability so both groups were stable. But the mean of U.P. board students score was less than the mean of CBSE board students score. So U.P. boards students were more stable than the CBSE board students. The reason for this could be that in CBSE Board School, there is more competitive environment. That is why students are more emotionally unstable.
2. The U.P. and CBSE board students differ significantly at emotional regression dimension. The mean of CBSE board students score was less than the mean of U.P. board students score. It indicates that U.P. board students were much more emotionally regressed as

compared to CBSE board students. The U.P. board students have the feeling of inferiority, restlessness, hostility, aggressiveness and self centeredness. This could be due to the fact that U.P.Board School students have less exposure to modern technique and latest technology.

3. The U.P. and CBSE board students do not differ significantly at their social maladjustment dimension. The mean score of both groups was towards stability. So both groups were socially adjusted but the mean of U.P. board students score was less than that of the mean of CBSE board students score. So the U.P. board students were more socially adjusted as compared to CBSE board students. They do not show lack of social adaptability because they do not have much proficiency in English language. They have some sort of complexes in interacting with people.

4. The U.P. and CBSE board students do not differ significantly at their personality disintegration. The mean of scores of both group was towards stability. Both groups have the same integrated personality. But the mean of scores of CBSE board students was less than the mean of scores of U.P. Board. The CBSE board students have more integrated personality than U.P. board students. The U.P. board students show some symptoms of disintegrated personality like reaction, phobias formation, immorality etc.

5. The U.P. and CBSE board students differ significantly at their lack of independence. The mean of CBSE board students score was less than the mean of U.P. board students score. So the CBSE board students were much more independent as compared to U.P. board students. The U.P. board students shows parasitic dependence on others are egoistic and lack objective interests. U.P.Board School students are not much exposed to technology and still rely on bookish knowledge. Therefore, they find themselves unable to cope up with pressure & realities of the competitive world.

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