

A STUDY OF EMOTIONAL MATURITY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO DIFFERENT DIMENSIONS OF HOME ENVIRONMENT

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ABSTRACT

Parents play an important role in helping the child pass through the transitory phase of adolescence. Of all the stages in life, adolescence is probably the stage where there is a lot of anger and frustration than any other stage. Teenagers are dreamy, irritable, defiant and disrespectful, they totally refuse to accept and follow the family myths, they break the major rules of the family and they even challenge their parents reign. For the first time, the child begins to see the world with his own eyes and demands, questions gives aggressive and exhausting criticisms of all the parents or the people taking control of his or her life.

KEYWORDS:

Emotional Maturity: Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development.

Home environment refers to the climate prevailing in the home, which varies from culture to culture, society to society and family to family.

Deprivation of Privileges: It implies controlling children's behavior by depriving them of their rights to seek love, respect and child care from parents.

Nurturance: It indicates existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.

Rejection: It implies conditional love recognizing that the child has no right as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual.

Permissiveness: It includes provision of opportunities to child to express his views freely and act according to his desires with no interference from parents.

INTRODUCTION

Adolescents suffer from anxiety when they are faced with unfamiliar or uncertain situations. Sometimes they feel anxiety either by their own inner conflict or sometimes by hardships or life. Reason of anxiety may be feelings of inadequacy which comes from a number of general causes such as parental over-protectiveness or over restrictions or the bind of home environment or the relationship with his or her peer-group, which results in his inability to handle his problems properly without help.

. OBJECTIVES OF THE STUDY

1. To find out the relationship between emotional maturity among senior secondary

school students and deprivation of privileges as dimension of home environment.

2. To find out the relationship between emotional maturity among senior secondary school students and nurturance as dimension of home environment.

3. To find out the relationship between emotional maturity among senior secondary school students and rejection as dimension of home environment.

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

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HYPOTHESES OF THE STUDY

The following are the hypotheses of the present study corresponding to its objectives:

1. There is no significant relationship between emotional maturity among senior secondary school students and deprivation of privileges as a dimension of home environment.
2. There is no significant relationship between emotional maturity among senior secondary school students and nurturance as a dimension of home environment.
3. There is no significant relationship between emotional maturity among senior secondary school students and rejection as a dimension of home environment.
4. There is no significant relationship between emotional maturity among senior secondary school students and permissiveness as a dimension of home environment.

SAMPLE

The study has been confined to the 400 senior secondary school students studying in class XI and XII of Gurgaon District, Haryana.

TOOLS USED

1. Emotional Maturity Scale by Yashvir Singh (1977).
2. Home Environment Inventory by Karuna Shankar Mishra (1989).

STATISTICAL TECHNIQUE USED

Coefficient of Correlation

Objective 1: Relationship between Emotional Maturity among senior secondary school students and Deprivation of Privileges as a dimension of home environment:

Table 1.1

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	-.20**	Significant at .01 level
Deprivation of privileges		

** Significant at .01 level

* Significant at .05 level

A Perusal of Table 1.1 indicates that the coefficient of correlation between emotional

maturity and deprivation of privileges as a dimension of home environment is -.20 which is significant at .01 level of significance. So, it is concluded that emotional maturity and deprivation of privileges as a dimension of home environment are negatively correlated in this sample; which indicates that with increase in deprivation of privileges at home there will be decrease in emotional maturity.

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

Table 1.2

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	.10*	Significant at .05 level
Nurturance		

** Significant at .01 level

* Significant at .05 level

A Perusal of Table 1.2 indicates that the coefficient of correlation between emotional maturity and nurturance as a dimension of home environment is .10 which is significant at .05 level of significance. So, it is concluded that emotional maturity and nurturance as a dimension of home environment are positively correlated in this sample; which indicates that with increase in nurturance at home there will be increase in emotional maturity.

Objective 3: Relationship between Emotional Maturity among senior secondary school students and Rejection as a dimension of home environment:

Table 1.3

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

** Significant at .01 level

* Significant at .05 level

A Perusal of Table 1.3 indicates that the

coefficient of correlation between emotional maturity and rejection as a dimension of home environment is $-.19$ which is significant at $.01$ level of significance. So, it is concluded that emotional maturity and rejection as a dimension of home environment are negatively correlated in this sample; which indicates that with increase in rejection at home environment will be decrease in emotional maturity.

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

Table 1.4

Variables	Coefficient of Correlation	Interpretation
Emotional Maturity	.13**	Significant at .01 level
Permissiveness		

** Significant at .01 level

* Significant at .05 level

A Perusal of Table 1.4 indicates that the coefficient of correlation between emotional maturity and permissiveness as a dimension of home environment is $.13$ which is significant at $.01$ level of significance. So, it is concluded that emotional maturity and permissiveness as a dimension of home environment are positively correlated in this sample; which indicates that with increase in permissiveness at home there will be increase in emotional maturity.

FINDINGS OF THE STUDY

1. A negative and significant correlation was found between emotional maturity and deprivation of privileges as a dimension of home environment which indicates that with the increase in deprivation of privileges at home there will be decrease in emotional maturity.
2. A positive and significant correlation was found between emotional maturity and nurturance as a dimension of home environment which indicates with the

3. A negative and significant correlation was found between emotional maturity and rejection as a dimension of home environment which indicates that with the increase in rejection at home there will be decrease in emotional maturity.
4. A positive and significant correlation was found between emotional maturity and permissiveness as a dimension of home environment which indicates that with increase in permissiveness at home there will be increase in emotional maturity.

CONCLUSIONS

It can be concluded that students who received nurturance and permissiveness at home are found to have better emotional maturity. Students who experienced more deprivation of privileges, rejection and were found to possess lesser emotional maturity which indicates that higher the deprivation of privileges, rejection, the lower the emotional maturity and vice versa.

SUGGESTIONS

1. It can be carried out in relation to emotional intelligence and a higher age group can be taken.
2. A similar study can also be carried out to see the effect of school environment on the emotional maturity.
3. A study may be taken to explore the comparison between emotional maturity of teachers and college students.

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