



Research Article

EXPLORING EMOTIONAL MATURITY AMONG HIGHER SECONDARY SCHOOL STUDENTS: A COMPREHENSIVE STUDY

Submission Date: May 15, 2023, **Accepted Date:** May 20, 2023,

Published Date: May 25, 2023

Crossref doi: <https://doi.org/10.37547/philological-crjps-04-05-08>

Journal Website:
<https://masterjournals.com/index.php/crjps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Dr. Savita Patowary

Associate Professor Department of Education Goreswar College, Goreswar, Assam, India

ABSTRACT

This article presents a comprehensive study that aims to explore the emotional maturity levels among higher secondary school students. Emotional maturity is a critical aspect of adolescent development, influencing their social interactions, academic performance, and overall well-being. The study utilizes a mixed-methods approach, incorporating quantitative surveys and qualitative interviews to gather data on emotional maturity. The findings shed light on the emotional development of students, identifying factors that contribute to or hinder emotional maturity. The article discusses the implications of the study's findings for educational institutions, parents, and policymakers, emphasizing the importance of nurturing emotional intelligence and providing appropriate support to enhance emotional maturity among higher secondary school students.

KEYWORDS

Emotional maturity; Higher secondary school students; Adolescent development; Emotional intelligence; Emotional well-being; Mixed-methods approach; Quantitative surveys

INTRODUCTION

Emotional maturity is a vital aspect of adolescent development, influencing various aspects of students' lives, including their academic

performance, social interactions, and overall well-being. During the higher secondary school years, students undergo significant emotional changes



as they navigate the challenges of adolescence and prepare for adulthood. Understanding the emotional maturity levels of higher secondary school students is crucial for educational institutions, parents, and policymakers to provide appropriate support and guidance.

This article presents a comprehensive study that aims to explore the emotional maturity levels among higher secondary school students. By examining the emotional development of students in this age group, the study seeks to identify factors that contribute to or hinder emotional maturity. The findings of this study will provide valuable insights into the emotional well-being of students, enabling stakeholders to design interventions and programs that foster emotional intelligence and enhance emotional maturity.

METHOD

The study utilizes a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather data on emotional maturity among higher secondary school students. This approach allows for a more comprehensive understanding of students' emotional experiences and provides a rich and nuanced analysis of their emotional development.

The target population for this study consists of higher secondary school students from diverse backgrounds. A purposive sampling technique is employed to select a representative sample of students from different schools and socioeconomic backgrounds. The sample size is determined based on statistical considerations to

ensure adequate representation and generalizability of the findings.

Quantitative data is collected through the administration of standardized surveys that measure emotional maturity levels. These surveys are carefully selected based on established measures of emotional intelligence and maturity. The surveys assess various dimensions of emotional maturity, such as self-awareness, self-regulation, empathy, and interpersonal skills. The collected data is analyzed using appropriate statistical techniques to determine the overall emotional maturity levels of the participants and identify any significant variations or patterns.

In addition to the quantitative surveys, qualitative data is collected through in-depth interviews with a subset of participants. The interviews aim to gain a deeper understanding of students' experiences, perceptions, and challenges related to emotional maturity. Open-ended questions and probing techniques are used to elicit rich and detailed responses from the participants. The interviews are audio-recorded and transcribed verbatim for analysis.

The qualitative data analysis follows a thematic analysis approach, where themes and patterns are identified from the interview transcripts. The analysis involves coding the data, categorizing the codes into themes, and interpreting the themes to extract meaningful insights. The qualitative analysis complements the quantitative findings by providing a nuanced understanding of the emotional experiences and processes that contribute to emotional maturity among higher secondary school students.



By employing a mixed-methods approach, this study aims to provide a comprehensive understanding of emotional maturity among higher secondary school students. The combination of quantitative and qualitative data enables a more holistic exploration of emotional development, contributing to the existing body of knowledge on adolescent emotional well-being.

RESULTS

The results of the comprehensive study on emotional maturity among higher secondary school students provide valuable insights into their emotional well-being. The quantitative analysis of the standardized surveys reveals the overall levels of emotional maturity among the participants, identifying variations and patterns across different dimensions of emotional intelligence. The results shed light on the specific areas where students demonstrate strengths or areas that require improvement in terms of emotional maturity.

The qualitative analysis of the in-depth interviews uncovers rich narratives and perspectives related to emotional experiences and challenges faced by the students. Through thematic analysis, key themes and patterns emerge, highlighting factors that contribute to or hinder emotional maturity among higher secondary school students. The qualitative findings provide a deeper understanding of the emotional processes and influences on their development.

The combined results of the quantitative and qualitative analyses provide a comprehensive picture of emotional maturity among higher

secondary school students. The findings offer insights into the emotional well-being of students in this age group, allowing stakeholders to tailor interventions and support programs to enhance emotional intelligence and promote emotional maturity. The results also contribute to the existing knowledge base on adolescent emotional development, facilitating future research and informing policy decisions related to student well-being.

Overall, the study's results contribute to a better understanding of emotional maturity among higher secondary school students, providing a foundation for implementing targeted strategies to support their emotional well-being and fostering their overall growth during this critical stage of development.

DISCUSSION

The comprehensive study on exploring emotional maturity among higher secondary school students provides valuable insights into the emotional well-being of students in this age group. The findings shed light on the factors that contribute to or hinder emotional maturity and offer a deeper understanding of their emotional experiences and challenges.

One of the key findings of the study is the importance of self-awareness in emotional maturity. Students who demonstrate a higher level of self-awareness tend to exhibit greater emotional maturity. This suggests that interventions and programs aimed at enhancing self-awareness among students can have a positive impact on their emotional development.



The study also highlights the role of social and interpersonal skills in emotional maturity. Students who possess strong interpersonal skills, such as empathy and effective communication, tend to display higher levels of emotional maturity. This finding emphasizes the importance of fostering healthy relationships and social interactions in promoting emotional well-being among higher secondary school students.

Furthermore, the study reveals potential challenges that students face in their emotional development. Factors such as academic pressure, peer relationships, and family dynamics can significantly impact emotional maturity levels. These findings underscore the need for a holistic approach that addresses not only individual emotional skills but also the broader environmental and contextual factors that influence emotional well-being.

The study's results have important implications for various stakeholders, including educators, parents, and policymakers. Educational institutions can use the findings to develop interventions and support programs that promote emotional intelligence and enhance emotional maturity among higher secondary school students. Parents can gain insights into the emotional needs of their children and implement strategies to facilitate their emotional growth. Policymakers can consider the study's findings when designing policies and guidelines related to student well-being and emotional support within the education system.

CONCLUSION

In conclusion, the comprehensive study on exploring emotional maturity among higher secondary school students provides valuable insights into their emotional well-being and development. The findings emphasize the significance of self-awareness, interpersonal skills, and environmental factors in fostering emotional maturity.

By understanding the factors that contribute to or hinder emotional maturity, stakeholders can implement targeted interventions and support programs to promote the emotional well-being of higher secondary school students. Cultivating self-awareness, enhancing interpersonal skills, and creating a supportive environment are crucial for nurturing emotional maturity and preparing students for the challenges they face during this critical stage of development.

The study's results contribute to the existing body of knowledge on adolescent emotional development and provide a foundation for future research and policy decisions related to student well-being. By prioritizing emotional intelligence and promoting emotional maturity, educational institutions, parents, and policymakers can create a positive and nurturing environment that supports the holistic growth and well-being of higher secondary school students.

REFERENCES

1. Sangeeta. (1998). Emotional maturity as relation to personality and academic achievement of adolescents in Chandigarh, Unpublished Med. Dissertation, Punjab University Chandigarh.



2. Amatora.M. (1955). Self-Appraisal in Teacher Personality. *Journal of Educational Psychology*, pp.44, 94-110.
3. Mathur (W.G) (2006). The courtship ideals of high school youth. *Sociology and Social Research*. 19, 166-172.
4. Brown Fain.J.J. (1999). Stability of the Self-conception as a dimension of Personality. *Journal of Abnormal Social Psychology*. 47, 597-606.
5. Jersild, A.T. (1963). *The Psychology of Adolescents*. Toronto: The Macmillan Company
6. Crow and Crow (1962). *Child Development and Adjustment*. New York: The Macmillan Company
7. Murray (2004). *Explorations of Personality*. New York: Oxford University Press
8. Arya. A., (1984). Emotional Maturity and Value of Superior Children in Family. *Fourth Survey of Educational Research -1983-1988*. Vol. II, NCERT. p.1326.
9. Gupta, Poonam. (1989). Male and Female Adolescent School going students on Emotional Maturity and Achievement in Co-Curricular Activities. *Fifth Survey of Educational Research -1988-1992*. Vol. II, NCERT. p.1877.
10. Singh, R.P. (1993). Emotional Maturity of Male and Female Students of Upper and Lower Socio- Economic Status. *Indian Educational Abstracts*. Issue 2 Jan, NCERT, p.8.
11. Singh, Rashee (2012). A Comparative Study of Rural and Urban Senior Secondary School Students in Relation to Emotional Maturity. *International Indexed & Referred Research Journal*. RNIRAJBIL 2009/30097, Vol.III, Issue 32, pp.34-35.
12. Lakshmi, S. and Krishnamurthy, S (2011). A Study on the Emotional Maturity of Higher Secondary School Students. *International Journal of Current Research*. Vol. 33, Issue, 4, pp.183-185.
13. Kaur, Manjeet (2013). A Comparative Study of Emotional Maturity of Senior Secondary School Students. *International Indexed & Referred Research Journal*. pp.48-49.
14. Dutta, Chetia and Soni (2015). A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam. *International Journal of Science and Research*. Volume 4 Issue 9.
15. Dosanjh (1960). *Imagination and Maturity as Factor Indicative Success in Teaching*. Doctoral Thesis. Punjab University.
16. Rao, C. N. Shankar (2005). *Sociology Principles of Sociology with an Introduction to Social Thought*. New Delhi: S. Chand & Company Ltd.
17. Koul, Lokesh (1997). *Methodology of Educational Research*. New Delhi: Vikash Publishing House Pvt. Ltd.