



A STUDY ON EMOTIONAL MATURITY AND DECISION MAKING AMONG HIGH SCHOOL STUDENTS IN THIRUVALLUR DISTRICT

Mrs .G.YASOTHA¹ | MR.P. KARNAN²

¹ M.EdSTUDENT, GRT COLLEGE OF EDUCATION.

² Assistant Professor in education, GRT College Education.

ABSTRACT

This study examined the relationship between Emotional Maturity and Decision Making of High School Students in Thiruvallur District. The study adopted normative survey method of research. Participants were 300 High School Students were randomly selected from different Schools in Tiruvallur District. The research instrument used for data collection was: Emotional Maturity questionnaire developed by Dr. Yashvir Singh and Dr. Mahesh Bhargave and Decision Making scale prepared by the investigator tested at 0.05 & 0.01 level of significance. The findings indicated that there is a positive relationship between Emotional Maturity and Decision making High School Students. There exist significant impact with respect to gender, parent qualification and medium of instruction. And there is significant association between Decision Making of High School Students with respect to Gender, type of family and Locality. There is significant association between Emotional Maturity of High School Students with respect to Gender and type of family.

Keywords:

INTRODUCTION

“The aim of education is to ensure human development.” The individual is composed of physical and mental elements, the mental aspect being further subdivided into components such as thinking, emotion, sentiment, etc., Any education that tends to educate and train only some particular part of the individual’s total make-up, be it physical, mental, thinking, emotional and sentimental aspect, is not real education. It is only one-sided. Education aims at the development of the complete individual in every aspect.

Education is considered a triangular process involving the interplay of education, the social forces and the child’s personality. The teacher has to modify the personality of a child in the light of the needs of society to which the child belongs to. The education directs the activities of children through which they learn. Human beings alone possess the potentialities of speech and thinking. These potentialities have to be cultivated during the early formative years when the child’s mind is more plastic and impressionable.

When an immature child acts in response to stimulus, much of the superfluous energy is wasted. This wastage can be saved if the child’s activity is properly directed towards an objective. This direction not only eliminates unnecessary movements but also makes its activity purposeful. Education aims at bringing out ones innate potentials, enfoldment of divinity and realization of one’s self.

EMOTIONAL MATURITY

According to JERSILD, (1954) ‘Emotional maturity’ is not a state in which all problems are solved but, instead, is a continual process of clarification and evaluation, an attempt to thinking and behavior.

Emotional maturity is defined as the behavior of an emotionally mature person who habitually knows his/her own emotions, appropriately gives expression to his/her emotions, keeps in

check destructive emotions and chooses his/her emotions constructively.

Emotional maturity is that characteristic of emotional behavior that is generally attained by an adult (i.e.) the expiry of this adolescence period. After attaining emotional maturity, he is able to demonstrate a well-balanced emotional behavior in his day today life. A person may be said to be emotionally matured, if he has in his possessions almost all type of emotions, positive or negative and is able to express them at the appropriate time in appropriate degree.

Mature emotional behavior at any level of growth is that which most fully reflects the fruit of healthy development in all the interacting aspects of a growing person’s make up. The child and adolescent are less mature emotionally, because they have not yet acquired enough control over their environment. The adult is able to control his environment in a much better manner, because of his numerous powers. Therefore, he has greater emotional stability. This stability begins to come as adolescence starts.

The Emotional maturity of a person depends upon his ability to control the experiences of his feelings. Emotionally immature person speaks out whatever comes to his mind during an emotional outburst. He may do anything in emotional situations. The emotionally matured person chooses this outlet within the limits of ideals and norms of the civil society.

DECISION MAKING

Decision Making can be regarded as the mental processes (cognitive process) resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that there are alternative

choices to be considered and in such a case we want not only to identify as many of these alternatives as possible but to choose the one that has highest probability of success or effectiveness and best fits with our goals, desires, lifestyle, values, and so on.

Decision making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made among them. This definition stresses the information-gathering function of decision making. It should be noted here that uncertainty is reduced rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible. Thus, every decision involves a certain amount of risk. If there is no uncertainty, you do not have a decision; you have an algorithm- asset of steps or a recipe that is followed to bring about a fixed result.

STATEMENT OF THE PROBLEM

Stated as follows formally the problem can be **A Study on Emotional maturity and Decision Making Among High School Students in Thiruvallur District.**

OBJECTIVE OF THE STUDY

1. To find out the level of Emotional Maturity among High School Students.

2. To find out the level of Decision Making among High School Students.

3. To find out whether there is a significant difference in the Emotional Maturity of High School Student based on

- a) Gender
- b) Locality
- c) Type of Management
- d) Medium
- e) Type of Family
- f) Birth Order

4. To find out whether there is a significant difference in the Decision Making of High School Student based on

- a) Gender
- b) Locality
- c) Type of Management
- d) Medium
- e) Type of Family
- f) Birth Order

5. To find out whether there is a significant relationship between Emotional Maturity and Decision Making among High School Students.

6. To find out whether there is a significant association between Emotional Maturity and

- a) Gender
- b) Locality
- c) Type of Management

- d) Medium
- e) Type of Family
- f) Birth Order

7. To find out whether there is a significant association between Decision Making and

- a) Gender
- b) Locality
- c) Type of Management
- d) Medium
- e) Type of Family
- f) Birth Order

HYPOTHESES OF THE STUDY

1. The level of Emotional Maturity among High School Students is moderate.

2. The level of Decision Making among High School Students is neutral.

3. There will be no significant difference in the Emotional Maturity of High School Student based on

- a) Gender
- b) Locality
- c) Type of management
- d) Medium
- e) Type of family
- f) Birth Order

4. There will be no significant difference in the Decision Making of High School Student based on

- a) Gender
- b) Locality
- c) Type of management
- d) Medium
- e) Type of family
- f) Birth Order

5. There will be no significant relationship between Emotional Maturity and Decision Making among High School Students.

6. There will be no significant association between Emotional Maturity and

- a) Gender
- b) Locality
- c) Type of management
- d) Medium
- e) Type of family
- f) Birth Order

7. There will be no significant association between Decision Making and

- a) Gender
- b) Locality
- c) Type of management
- d) Medium
- e) Type of family
- f) Birth Order

RESEARCH DESIGN

Methodology

The study was conducted through normative survey method of research and it is most suitable for the present study.

Variables

Independent variables: Emotional Maturity

Dependent variable: Decision Making.

Sample

A stratified random sampling technique was adopted for the selection of sample 300 High School Students were taken for the study.

Research Tools

To Verify the hypotheses formulated in the study, The following :

- o Emotional Maturity questionnaire developed by **Dr.Yashvir Singh and Dr. Mahesh Bhargave**
- o Decision Makingscale developed by Investigator.

STATISTICAL TECHNIQUES

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaning pictures of results from the collected data. In the present study the following statistical techniques were used.

- o Mean.
- o Standard Deviation.
- o Critical Ratio.
- o Analysis of Variance.

- o Correlation coefficient.
- o Quartile Deviation.

MAJOR FINDINGS

1. Emotional Maturity among High School Students is moderate.
2. Decision Making among High School Students is neutral.
3. Gender has a significant influence on Emotional Maturity of High School Students. Male students have a better Emotional Maturity over the Female Students.
4. Emotional Maturity of High School Students has not been influenced by the Locality.
5. Emotional Maturity of High School Students has not been influenced by the Type of Management.
6. Emotional Maturity of High School Students has not been influenced by the Medium.
7. Type of family has an influence on the Emotional Maturity of High School Students. High School Students from joint families have a better Emotional Maturity than the High School Students from Nuclear families.
8. Emotional Maturity of High School Students has not been influenced by the Birth Order.
9. Gender has a significant effect on the Decision Making behavior of High School Students. The Male High School Students score higher than those of Female High School Students.
10. Locality has a significant effect on Decision Making. Rural High School Students are far better than the Urban High School Students.
11. Decision Making of High School Students has not been influenced by the Type of management.
12. Medium of Instruction has a significant influence on Decision Making of High School Students. Tamil Medium Students are better significant than English Medium Students in their decision making.
13. Type of family has an influence on the Decision Making ability of Students. Joint family High School Students have a better Decision Making than the Students from Nuclear families.
14. Decision Making of High School Students has not been influenced by the Birth Order.
15. There is a significant positive relationship between Emotional Maturity and Decision Making among High School Students.
16. A significant association exists between Emotional Maturity and Gender among High School Students.
17. A significant association is found between Emotional Maturity of High School Students and Type of family.
18. A significant association between Decision Making and Gender is found among High School Students.
19. A significant association is also found between Decision Making of High School Students and Locality.

20. A significant association is also found between Decision Making of High School Students and Type of family.

Graph 1: Mean scores of High School Students for Emotional Maturity with respect to Gender

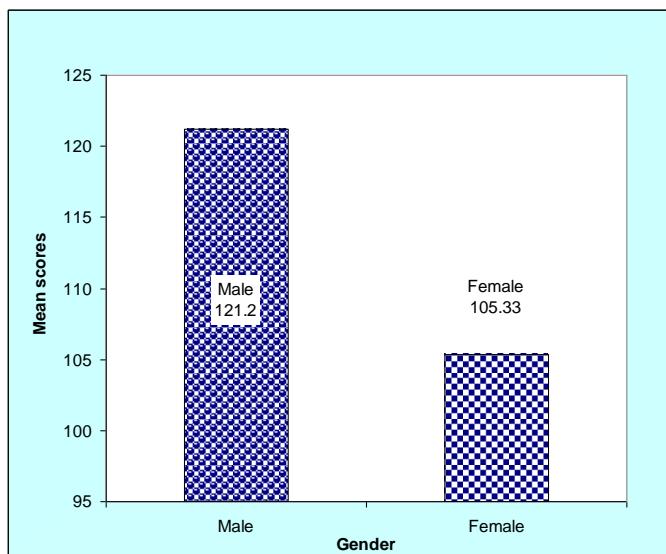


Table: 1 Mean, Standard Deviation and t-value for Emotional Maturity of High School Students – Gender wise

| Variable | Gender | N | Mean | SD | t-value | L.S |
|---------------------------|--------|-----|--------|-------|---------|------|
| Emotional Maturity | Male | 145 | 120.20 | 25.18 | 5.36 | 0.01 |
| | Female | 155 | 105.33 | 26.21 | | |

Table: 2 Mean, Standard Deviation and t-value for Emotional Maturity of High School students – Locality wise

| Variable | Locality | N | Mean | SD | t-value | L.S |
|---------------------------|----------|-----|--------|-------|---------|-----|
| Emotional Maturity | Rural | 164 | 144.87 | 27.63 | 1.32 | N.S |
| | Urban | 136 | 110.78 | 25.79 | | |

EDUCATIONAL IMPLICATIONS

Quick decisions may result in unfavorable results. Decision should be made by proper analysis of the problem; at the same time delayed decisions are no decisions at all.

A solution to the problem can only be attained by having broader perspective. This could be achieved only if one is emotionally balanced. Emotional Maturity can bring emotional balance.

Teacher can play a major role in inculcating emotional balance and decision making skills among students as it is essential for their academic and professional growth.

- Meditation classes could be provided to foster Emotional Maturity.
- Teachers should have good rapport with the students.
- Guidance and counseling are to be provided in all educational institutions, to develop Emotional Maturity among the students.
- Students should be exposed to tolerable emotional situations and training could be given in Decision Making in such stressful situations.

CONCLUSION

The purpose of the present study was to study the relationship among the variable like Emotional Maturity and Decision Making. The study is sure to find some use in the field of education and findings of the study can serve as a database for further research.

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