



A STUDY ON EMOTIONAL MATURITY AND LIFE SATISFACTION AMONG HIGHER SECONDARY SCHOOL STUDENTS IN TIRUVALLUR DISTRICT

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ABSTRACT

This study examine d the Relationship between Emotional Maturity and Life Satisfaction of higher secondary school students in Tiruvallur District. This study adopted normative survey method of research participants were 300 higher secondary school students randomly selected various school in tiruvallur district. The research instruments used for data collection was Emotional Maturity Questionnaire developed by Dr. Yashir Singh and Dr.Mahesh Bhargave and Life Satisfaction Questionnaire developed by Dr.P.Sinha and Dr. A.K.Sharma tested at 0.05 and 0.01 level of significant. It is found that Emotional Maturity and Life Satisfaction of Higher Secondary school students are moderate in nature. The findings indicated that there is no significant relationship between Emotional Maturity and Life Satisfaction of Higher Secondary School students. There is significant association between Emotional Maturity and Life Satisfaction of Higher Secondary School students, there exist significant impact with respect to locality, type of Management, Medium of instruction and there is no significant impact of Gender, type of family in Maturity and Life Satisfaction of the Higher Secondary School Students.

Keywords: Emotional Maturity, Life Satisfaction, Hypothesis, School Students, Sampling Survey.

INTRODUCTION:

The individual is composed of physical and mental elements, the mental aspect being further subdivided into components such as thinking, emotional, sentimental, 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. The teacher plays a pivotal role in developed of the child. The primary task of the teacher is concerned with 'Man Making' namely molding the citizens of tomorrow. A real guru is a 'Manush' with a 'Manes' (Mind) and 'Mantra' (Teaching). In this century which is expected to be the century for the liberation of human mind the teacher ought to be the century for the liberation of human mind the teacher ought to understand and integrate the 3H's-namely, the head, heart and hand into the teaching learning process.

EMOTIONAL MATURITY

Emotional maturity is the 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.

LIFE SATISFACTION.

Life Satisfaction was conceptualized as a key indicator of

well-being. In judging about the satisfaction with lives, individuals set a standard which they perceive appropriate for circumstances of their lives. It may be possible that a person is satisfied with almost all domains(e.g. health, wealth, marriage, education etc.) of his life but may still be dissatisfied with a particular domain which he/she as most important and dissatisfaction with this particular domain may negatively affect his/her overall judgment about Life Satisfaction. Health has been identified as one of the most important factor related to Life Satisfaction.

STATEMENT OF THE PROBLEM.

Formally the problem can be stated as follows "**A Study on Emotional Maturity and Life Satisfaction among Higher Secondary School Students in Thiruvallur District.**"

OBJECTIVES OF THE STUDY

1. To find out the level of Emotional Maturity of Higher Secondary School Students.
2. To find out the level of Life Satisfaction of Higher Secondary School Students.
3. To find out whether there is a significant difference in the

Emotional Maturity of Higher Secondary School Student based

- | | |
|----|--------------------------|
| On | a) Gender |
| | b) Locality |
| | c) Type of Management |
| | d) Medium of Instruction |
| | e) Type of family |

4. To find out whether there is a significant difference in the Life

Satisfaction of Higher Secondary School Student based on

- a) Gender
- b) Locality
- c) Type of Management
- d) Medium of Instruction
- e) Type of family

5. To find out whether there is a significant relationship between

Emotional Maturity and Life Satisfaction among Higher Secondary 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 of Instruction
- e) Type of Family

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

Life Satisfaction and

- a) Gender
- b) Locality
- c) Type of Management
- d) Medium of Instruction
- e) Type of Family

HYPOTHESES OF THE STUDY

1. The level of Emotional Maturity of Higher Secondary School Students is moderate.

2. The level of Life Satisfaction of Higher Secondary School Students is moderate.

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

- a) Gender
- b) Locality
- c) Type of management
- d) Medium of Instruction
- e) Type of family

4. There will be no significant difference in the Life Satisfaction of Higher Secondary School Students based on

- a) Gender
- b) Locality
- c) Type of management
- d) Medium of Instruction
- e) Type of family

5. There will be no significant relationship between Emotional

Maturity and Life Satisfaction of Higher Secondary School Students.

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

- a) Gender
- b) Locality
- c) Type of management
- d) Medium of Instruction
- e) Type of family

7. There will be no significant association between Life Satisfaction and

- a) Gender
- b) Locality
- c) Type of management
- d) Medium of Instruction
- e) Type of family

RESEARCH DESIGN:

METHODOLOGY:

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

SAMPLE:

A stratified random sampling technique was adopted for the selection of sample 300 students were taken for the present study.

TOOLS AND TECHNIQUES

The tools used in the present study are as follows

1. **Emotional Maturity** questionnaire by Dr. Yashvir Singh and Dr. Mahesh Bhargave
2. **Life Satisfaction** by P.Sinha and A.K . Sharma (1980)

STATISTICAL TECHNIQUES USED

- Descriptive analysis: Mean, Standard Deviation, Percentage
- Differential analysis: t-test and F-test
- Association analysis: Chi-square
- Relational analysis : Correlation

MAJOR FINDINGS OF THE STUDY

1. Emotional Maturity of Higher Secondary School Students is Moderate.
2. Life Satisfaction of Higher Secondary School Students is Moderate.
3. Emotional Maturity of Higher Secondary School Students has not been influenced by the Gender.
4. Emotional Maturity of Higher Secondary School Students has not been influenced by the Locality.
5. Type of Management has a significant influence on Emotional Maturity of Higher Secondary School Students.
6. Emotional Maturity of Higher Secondary School Students has not been influenced by the Medium of Instruction.
7. Emotional Maturity of Higher Secondary School Students has not been influenced by the Type of family.
8. Gender has a significant effect on the Life Satisfaction of Higher Secondary School Students. The Male Higher Secondary School Students score higher than those of Female Higher Secondary School Students.
9. Locality has a significant effect on Life Satisfaction of Higher Secondary School Students are Rural Higher Secondary School Students are far better than the Urban Higher Secondary School Students.
10. Type of Management has a significant influence on Life Satisfaction of Higher Secondary School Students.
11. Life Satisfaction of Higher Secondary Students has not been influenced by the Medium of Instruction.
12. Life Satisfaction of Higher Secondary School Students has not been influenced by the Type of family.
13. There is no significant (Negative) relationship between Emotional Maturity and Life Satisfaction among Higher Secondary School Students.
14. A significant association is found between Emotional Maturity of Higher Secondary School Students and Type of management.
15. A significant association is also found between Life Satisfaction of Higher Secondary School Students and Type of management.

Table: 1**ANOVA for Emotional Maturity – Type of management wise**

Variable	Source of variance	df	Sum of Squares	MSS	F-value	L.S
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Emotional Maturity	Between groups	2	3238.49	1619.25	5.92	0.01
	Within groups	297	81304.7	273.75		

Table 2**Mean, Standard Deviation and t-value for Emotional Maturity of Higher Secondary School Students – Type of management wise**

Variable	Type of School Management	Number of students	Mean	S.D	't' value	L.S
Emotional Maturity	Government	100	60.92	18.69	1.77	N.S
	Government Aided	100	65.25	15.71		
	Government Aided	100	65.25	15.71	3.70	0.01
	Private	100	57.21	14.98		
	Private	100	57.21	14.98	1.54	N.S
	Government	100	60.92	18.69		

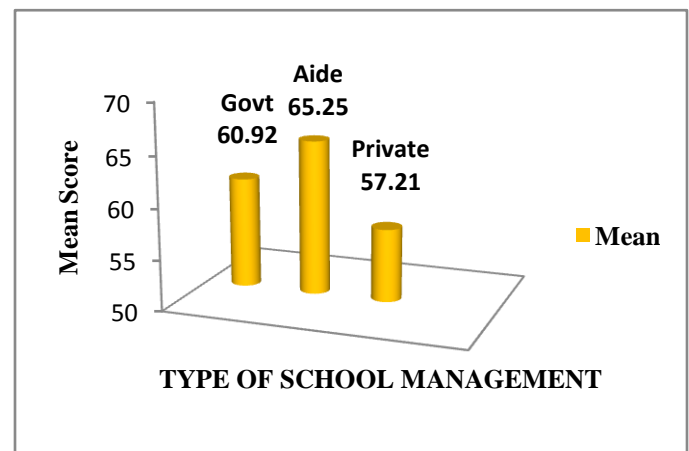
**Figure:1. Mean Score of Higher Secondary School Students For Emotional Maturity with respect to Type of School Management.**

Table: 3

Mean, Standard Deviation and t-value for Life Satisfaction of Higher Secondary School Students – Gender wise

Variable	Gender	N	Mean	SD	t-value	L.S
Life Satisfaction	Male	150	82.79	15.86	2.9	0.01
	Female	150	87.8	12.99		

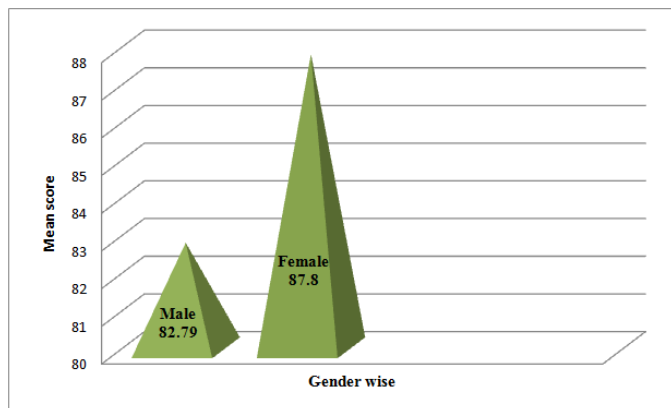


Figure: 2 Mean scores of Higher Secondary School Students for Life Satisfaction with respect to Gender

Table: 4

Correlation between Emotional Maturity and Life Satisfaction

Variables	N	Correlation Coefficient	L.S
Emotional Maturity	300	0.011	N.S
Life Satisfaction			

EDUCATION IMPLICATIONS OF THE STUDY

Emotional Maturity and Life Satisfaction

Though the results of the study show no significant difference in attributes of Emotional Maturity and Life Satisfaction, it is a universal fact that there two attributes of a personality has a great significance . Hence there is a need for parents and teachers to take effects to enhance that Emotional Maturity and Life Satisfaction of the children. This will in turn have a bearing on their self esteem, self restraint maturity in decision making leading to ultimate Life Satisfaction. Teachers can play a major role in inculcating Emotional balance and acquiring life skills among students as it is essential for their academic and professional growth. A few measures to achieve this are:

- 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.

CONCLUSION

The purpose of the present study was to study the relationship among the variable like Emotional Maturity and Life Satisfaction. Hence there is a need for parents and teachers to take effects to enhance that Emotional Maturity and Life Satisfaction of the children . 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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