



A COMPARATIVE STUDY OF EMOTIONAL STABILITY OF ADOLESCENT STUDENTS

Bindu

Assistant Professor Delhi University

Abstract

Emotional maturity has been proven to be an effective determinant of personality pattern. It plays a vital role in controlling the growth of adolescent's development. The paper examines the emotional stability which is one of the major components of emotional maturity, of adolescent students of private and government schools of Haryana from a comparative perspective. The sample consists of 180 adolescent students of three private and three government schools of Gurgaon District. The data has been collected using a standardized tool namely Emotional Maturity Scale (EMS) developed by Dr. Mahesh Bharagava and Dr. Yashvir Singh in 1990. It was concluded that the comparative difference between the emotional stability of adolescent students of private and government schools in Gurgaon is negligible. Findings are discussed in relation to future implications for this group of adolescent's students in the context of emotional maturity.

Keywords: *Emotional Maturity, Adolescents*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

I. Introduction

Adolescence is a unique developmental period, spanning the gulf between childhood and adulthood (Smith, 2015). Research shows that complex dogmas in adolescent periods are giving rise to psychosomatic problems such as anxiety, tension, and frustration and emotional upsets. An emotionally stable person may be defined as the one who has the ability to cope with general changes in the environment, without responding with an intense emotional reaction. The signs of an emotional stability may be cited as calmness of mind and freedom from anxiety and depression (Hay & Ashman, 2003). The attributes of emotional maturity, self-confidence, and stability in their plans and affections are found in the one who is emotional stable (Pavlenko, Chernyi and Goubkina, 2009: p. 39).

“Mature” emotional behavior may be defined as the one reflecting the fruits of normal emotional development. Though the visa versa of the same may not be always true. A person,

who is able to keep his /her emotions under control and is able to delay and to suffer without self-pity, might still, be emotionally stunned and childish. Morgan (1934) stated that an adequate theory of emotional maturity must take an account of the full scope of the individuality, powers and his ability to enjoy the use of his powers. The most outstanding mark of emotional maturity¹, according to Cole (1944) is the ability to bear tension. Emotional stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is required of him in any given situation.

Singh, Thukral (2011) found no significant relationship between emotional maturity and academic achievement while a significant relationship between emotional maturity and academic achievement serves of boys but no significant relationship was found between the two variables in a case of girls. On the similar lines, Kaur (2013) conducted a comparative study of emotional maturity of senior secondary school students and investigated the emotional maturity of adolescents of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students;

As the major part of a country's population ranges between the ages 13 to 21 years (Census, 2011) and the researcher did not come across any such study amongst the adolescents in Haryana, thus an attempt was made to highlight the difference if any, in the emotional stability of adolescent students studying in private and government schools in Gurgaon.

II. Objectives of the Study

To determine the difference if any, in the emotional stability of adolescent students studying in private and government schools in Gurgaon.

III. Hypothesis

H₀ : There is no significant difference between the emotional stability of adolescent students studying in private and government schools in Gurgaon.

IV. Research Design

The research design was essentially descriptive in nature. Survey method was used to obtain persistent and precise information concerning the current status of the phenomenon and draw valid conclusion.

¹ Emotional maturity refers to your ability to understand, and manage your emotions.

- **Sample**

The study was carried out in 6 schools of Gurgaon district of Haryana. All the schools were chosen by the way of simple random sampling. A total of 180 students from the secondary level were chosen for the administration of the tool. An effort was made to have equal representations from both Government and the private schools.

- **Tools Used**

The Emotional Maturity Scale (EMS) developed by **Dr. Mahesh Bharagava and Dr.Yashvir Singh** was used by the researcher. EMS measured five major categories of Emotional Maturity using a five point scale.

- **Analysis of the data**

Since the data was quantitative in nature thus appropriate statistical techniques were employed including the mean, standard deviation, t-value etc. The significance level for the t- test was taken to be 0.05.

The scores obtained from the adolescents of the private and the government schools were independently grouped to calculate the mean and the standard deviation. The t-test was then administered on the same to examine the differences between the emotional stability of adolescent students studying in private and government schools. The values obtained from the t-test are listed in the table below:

Table 1: The Calculated Values of Mean, S.D., t-value for Emotional Stability on EMS

| Area | School type | N | Mean | Standard Deviation | t-value |
|---------------------|-------------|-----|-------|--------------------|---------|
| Emotional Stability | Government | 180 | 18.69 | 1.76 | 0.18 |
| | Private | 180 | 18.64 | 1.99 | |

The t value for the data came out to be 0.18 which was much less than the table value of 1.97. Thus the null hypothesis stood accepted.

V. Findings of the Study

The null hypothesis stands accepted highlighting no significant difference between the emotional stability of adolescent students studying in private and government schools in Gurgaon. Thus it may be inferred that the emotional stability level of the adolescents is similar irrespective of the type of school they are studying in.

VI. Conclusion

It may be concluded that the students enrolled at the government and the private schools have similar emotional stability level. The period of stress and storm, the adolescence has a similar

impact on the student's emotional stability levels irrespective of the type of school they are enrolled in.

VII. References

- Anderman, E. M., Maehr, M. L., & Midgley, C. (1999). *Declining motivation after the transition to middle school: Schools can make a difference. Journal of Research and Development in Education, 32, 131–147.*
- Cole (1944) *Degrees of Emotional Maturity.* <http://www.ukessays.com/essays/psychology/degreesof-emotional-maturity-psychology-essay.php> Retrieved on 21 March 2015
- Kaur, Manjeet (2013), "A Comparative Study of Emotional Maturity of Senior Secondary School Students". *International Indexed & Referred Research Journal, ISSN 2250-2629, pp.48-49.*
- Martine M. Smith (2015). *Adolescence and AAC Intervention Challenges and Possible Solutions. Communication Disorders Quarterly.*
- Morgan, John J.B. (1934). *Child Psychology.* New York. Farrar & Rhine hart.
- Pavlenko, V.S., Chernyi, S.V., & Goubkina, D.G. (2009) *EEG Correlates of Anxiety and Emotional Stability in Adult Healthy Subjects. Neurophysiology, 41(5), 400-408.*
- Singh, S.et.al. (2011) *Emotional Maturity and Academic Achievement of High School Students. Journal of community guidance & Research. 28 (1). 889-893.*