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A STUDY OF EMOTIONAL MATURITY AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR FAMILY CLIMATE



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Short Profile

Rekha Devi is working as an Assist. Prof. in T.R.C.E, Sonipat (Haryana).



ABSTRACT:

This research paper throws light on the correlation between emotional maturity and family climate that influence the student's personality. Family is the micro system of social environment. It has great impact on the different aspects of the student's personality. Family climate is related to the emotional maturity of the students. This research paper also throws light on the emotional maturity in relation to their family climate of the students of both sexes age between 13 to 16 years has been selected from the secondary school of Sonipat city.

KEYWORDS

Emotional Maturity, Family Climate, adolescent's development.

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INTRODUCTION :

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration, and emotional upsets in day to day life. So, the study of emotional life is now emerging as descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities.

Emotional Maturity:

Emotional maturity means adequate self control; use of one's capacities meet reality without undue stress, concern for others, creative participation, toleration of loneliness, attitude of middle path i.e. neither repression nor violent expression. Actually emotional maturity is not only the effective determinant of personality pattern, but it also helps to control the growth of adolescent's development. The concept 'mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotion under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. Emotional maturity is the ability to see life clearly. To deal with what is not what can be or was.

Steps to emotional maturity:

- ▲ Eliminate magical thinking
- ▲ Learn to tolerate your anxiety
- ▲ Learn to recognize and appropriately express your anger
- ▲ Facing your guilty feelings
- ▲ Learn to live with your failure
- ▲ Put your feelings in perspective
- ▲ Learn to cope with pain and hurt

Family Climate:

Family plays a very significant role in the all round development of a child, parent child interaction and parent's way to deal with their children develop certain attitudes among the children towards their home environment. The word climate is more comprehensive one. It includes within itself the word environment the human elements around the child is called environment. It embraces the social, physical and emotional activities of the family. All these combined together constitute the 'family climate'. Home is the first social institution where a child learns his first lesson of living together, working together, helping each other and learning lesson of mutual help and adjustment. Family climate affects the children's cognitive and social development which in turn influences children's self confidence, self-reliance, assertiveness, personality characteristics, academic motivation and success.

Statement of the problem:

"A Study of Emotional Maturity among Secondary School Student in Relation to their Family Climate".

Objectives of the study:

- ▲ To study correlation between emotional maturity and climate of the secondary school male students.
- ▲ To study the correlation between emotional maturity and climate of the secondary school female students
- ▲ To study the correlation between emotional maturity and climate of the secondary school students
- ▲ To compare the mean scores of the emotional maturity of secondary school male and female students
- ▲ To compare the mean scores of the family climate of secondary school male and female students

Hypotheses of the study:

- ✦ There is no significant correlation between emotional maturity and climate of the secondary school male students.
- ✦ There is no significant correlation between emotional maturity and climate of the secondary school female students
- ✦ There is no significant correlation between emotional maturity and climate of the secondary school students
- ✦ There is no significant difference in the mean scores of the emotional maturity of secondary school male and female students
- ✦ There is no significant difference in the mean scores of the family climate of secondary school male and female students

Design of the study:

Normative survey method was followed for conducting the present study.

Sample:

The study was conducted on a sample of 100 students of both sexes (50 boys and 50 girls) age between 13 to 16 years has been selected from the school of Sonipat city.

Tools Used:

For collecting data for present study two tools were used.

1. Dr. Beena Shah's family climate scale (FCS)
2. Emotional maturity scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava

Statistical techniques used:

In this present study, the investigator has used mean, Pearson's product moment 't' test and

standard error of the mean for analysis of data.

Verification of hypothesis:

Hypothesis:

There is no significant correlation between emotional maturity and climate of the secondary school male students.

Table 1

Variable	No. of students	Mean scores	'r'	Remark
Family climate	50	128.78	0.11	Low positive correlation
Emotional maturity	50	76.64		

It is observed from the table, that is computed value of coefficient of correlation between emotional maturity and family climate is 0.11, which is positive in nature. Hence, the hypothesis of not significant correlation between emotional maturity and family climate of secondary school male student is rejected. Now it can be interpreted that, family climate and emotional maturity are correlated with other but low in degree.

Hypothesis:

There is no significant correlation between emotional maturity and climate of the secondary school female students

Table 2

Variable	No. of students	Mean scores	'r'	Remark
Family climate	50	136.70	0.37	Low positive correlation
Emotional maturity	50	67.6		

It is observed from the table, that is computed value of coefficient of correlation between emotional maturity and family climate is 0.37, which is positive in nature. Hence, the hypothesis of not significant correlation between emotional maturity and family climate of secondary school female student is rejected. Now it can be interpreted that, family climate and emotional maturity are correlated with other but low in degree.

Hypothesis:

There is no significant correlation between emotional maturity and climate of the secondary school students

Table 3

Variable	No. of students	Mean scores	'r'	Remark
Family climate	50	132.74	0.46	Low positive correlation
Emotional maturity	50	72.12		

It is observed from the table, that is computed value of coefficient of correlation between emotional maturity and family climate is 0.46, which is positive in nature. Hence, the hypothesis of not significant correlation between emotional maturity and family climate of secondary school students (male +female) is rejected. Now it can be interpreted that, family climate and emotional maturity are correlated with other but low in degree.

Hypothesis:

There is no significant difference in the mean scores of the emotional maturity of secondary school male and female students

Table 4

Group	Total students	Mean score	S.D.	't' value	Level of significance
Male	50	76.64	7.35	6.84	Significance at 0.01 level
Female	50	67.60	5.73		

The table reveals that, the difference of mean is significant at 0.01 level of significance. Hence the hypothesis is not significant difference in the mean scores of the emotional maturity of secondary school male and female students is rejected.

Hypothesis:

There is no significant difference in the mean scores of the family climate of secondary school male and female students

Table 5

Group	Total students	Mean score	S.D.	't' value	Level of significance
Male	50	128.78	11.85	3.42	Significance at 0.01 level
Female	50	136.70	11.23		

The table reveals that, the difference of mean is significant at 0.01 level of significance. Hence the hypothesis is not significant difference in the mean scores of the family climate of secondary school male and female students is rejected.

CONCLUSION:

Now we can safely conclude that the better family climate providing in homes, will help in the child to become better emotional mature educationally, socially and emotionally. In accordance with the analysis done and interpretation made of the data the following conclusion is made keeping in view the purpose state above. There is a significant correlation between emotional maturity and family climate. There is significant difference in the mean score of emotional maturity and family climate of secondary school students.

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