



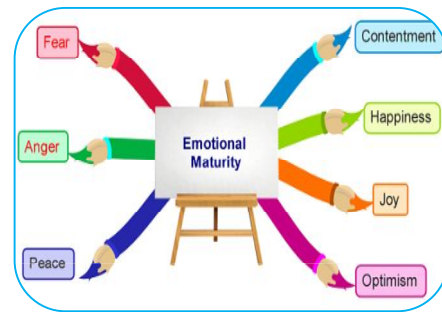
EMOTIONAL MATURITY AMONG ADOLESCENTS IN BANGALORE

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ABSTRACT:

The purpose of the current study is to investigate the level of emotional maturity of high school students in Bangalore. 400 high school-aged adolescents were selected for this study from the Bangalore District. The study shows that a significant percentage of high school students—46 percent—have extremely poor emotional maturity levels. Furthermore, 13% and 27%, respectively, demonstrate below average and low emotional maturity levels. These findings suggest that a sizable portion of the pupils surveyed would struggle to regulate and express their emotions in a healthy way.



KEYWORDS: Adolescents, High school students, emotional maturity.

INTRODUCTION

The time between childhood and adulthood known as adolescence is marked by changes in the body, mind, and social and emotional domains. Adolescence is a crucial time in life when significant changes occur because of growing from childhood to adulthood.

Both young people and children are having difficulty in life as it is right now. Numerous psychosomatic issues, including anxiety, tension, frustration, and emotional disturbances in daily life, are being exacerbated by these challenges. Thus, the study of emotional life is becoming, on par with anatomy, a descriptive science. It addresses the interaction of forces with various characteristics and intensities. In addition to being a reliable indicator of personality traits, emotional maturity also aids in managing the course of teenage development. Any level of emotional behavior that reflects the results of typical emotional development is considered "mature." A child who is emotionally mature enough may adjust to school, society, and culture with ease, as well as with himself, his family, and his peers. However, maturity is defined as both having such an attitude and functioning as well as being able to fully enjoy them. In addition to being a reliable indicator of personality traits, emotional maturity also aids in managing the development of adolescents. Emotional activity at any level that reflects the results of typical emotional development is said to as mature. Even someone who can manage his emotions, break through delays, and endure without feeling sorry for himself can nevertheless be emotionally raw and naive. According to Morgan (1934), a comprehensive conception of emotional maturity needs to consider an individual's ability to appreciate the use of their powers, as well as their complete range of personality and power.

In addition to being a useful predictor of personality modelling, emotional maturity also aids in the regulation of teenage growth. The consequences of typical emotional development are shown in the "maturity of emotional behavior at any level." Even though someone may manage their emotions and

suffer without feeling sorry for themselves, they can nonetheless be emotionally damaged and naive. A mentally stable individual adjusts to others and to himself better. A mentally mature person has a balanced outlook and is content with what they have, which leads to greater life satisfaction. Adolescence brings about changes in one's physical, emotional, psychological, cultural, intellectual, and social conduct. These adjustments may cause individuals to experience disorientation, restlessness, and unexpected anxiety.

REVIEW OF LITERATURE.

In 2015, Nikhat Yasmin Shafeeq and Afeefa Thaqib conducted a comparative analysis of adolescent students' emotional development in relation to their academic performance. 400 students from class IX—200 males and 200 girls—were selected from 8 Aligarh schools (4 Government and 4 Private). The findings showed that there is no discernible difference in the emotional maturity of teenage students based on their gender. The emotional development of adolescents in the public and private sectors differs significantly.

In 2018, Suvankar Biswas conducted research on the emotional development of upper-adolescent students. A small sample of 100 kids from four Higher Adolescent schools located in Bongaon Town, State of West Bengal, in both rural and urban areas made up the study. The results showed that there is no discernible variation in the emotional maturity of higher teenage pupils based on their gender or location.

The World Health Organisation states that adolescence ends when an adult identity and behaviour are accepted and that it starts with the onset of physically normal puberty. Emotional maturity is seen as one of the key factors that shape a person's personality, behaviour, and attitudes. It also improves a person's sense of self-worth and their relationships with others. The degree to which the person is able to deal with the current circumstances on an emotional level determines whether they will survive. Therefore, developing the ability to effectively adjust to oneself, family members, peers, society, culture, and surroundings requires a high level of emotional maturity.

OBJECTIVE

To investigate the emotional maturity level among high school students in Bangalore.

HYPOTHESIS

High school students have average emotional maturity level.

RESEARCH METHODOLOGY

RESEARCH DESIGN

A cross-sectional quantitative research design is used in this study, and data from a sample of 400 Bangalore high school students for evaluating the emotional maturity among high school students in Bangalore.

TOOLS

A Scale of Emotional Maturity

Emotional Maturity Scale (EMS) by Dr. Tara Sabapathy (2017). The six dimensions i.e. (1) Self-Knowledge, (2) Self-Confidence, (3) Acceptance of Reality, (4) Self-Control, (5) Social Adjustment & (6) Consistency.

Dr. Tara Sabapathy's emotional maturity scale was used by the researcher. The four-point emotional maturity scale is a self-reporting tool. At the 0.01 level of significance, the reliability coefficient of 0.81 is significant. At the 0.01 level of significance, the correlation coefficient for the entire test was 0.88, indicating statistical significance. The scale consists of forty-four question-based items that need answers to match one of the four alternatives, with the possible outcomes being always-4, sometimes-3, rarely-2, and never-1. The level of emotional maturity increases with scale score.

Sl. No.	Range of raw scores	Grade	Level of emotional maturity
1	150 & above	A	Extremely High
2	137-140	B	High
3	124-136	C	Above Average
4	106-123	D	Average/ Moderate
5	93- 105	E	Below Average
6	80-92	F	Low
7	79 & below	G	Extremely Low

DATA ANALYSIS

A moderate level of emotional maturity among the respondents is indicated by the average emotional maturity score of 87.33. The moderate diversity in emotional maturity scores is indicated by the standard deviation of 13.79575. The dispersion is probably influenced by people who have varying degrees of emotional development. The emotional maturity score range of 75 to 136 indicates a significant variation in the sample's emotional maturity levels. While some responders have higher levels of emotional maturity than others, some have relatively lower levels.

Distribution of overall respondent Emotional Maturity level among High School Students N: 400

150 & above Extremely High Emotional Maturity		137-149 High Emotional Maturity		124-136 Above Average Emotional Maturity		106-123 Average/ Moderate Emotional Maturity		93-105 Below Average Emotional Maturity		80-92 Low Emotional Maturity		79 & below Extremely Low Emotional Maturity	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
-	-	-	-	10	3.0	45	11.0	51	13.0	109	27.0	185	46.0

FINDING AND DISCUSSION

According to the data, a sizable portion of high school students—46 percent—have incredibly low levels of emotional maturity. Furthermore, 13% and 27%, respectively, exhibit below average and low emotional maturity levels. These results imply that a significant percentage of the students polled would have trouble appropriately controlling and expressing their emotions.

The findings highlight the significance of putting interventions and support systems in place to help high school kids develop emotional maturity and the necessity of focused approaches to deal with this common problem.

CONCLUSION

This study makes a significant contribution to our understanding the level of emotional maturity among high school students in Bangalore urban. There is no discernible difference in the emotional maturity of teenage pupils based on their class of study, kind of management, or living area.

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