

# **Infallible Role of Administrators in Enriching Emotional Maturity**

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## **Abstract**

*In education not only the cognitive aspect, the affective aspects also have to be well concentrated. Emotional maturity, the ability to control one's emotions, is a state of balanced feeling and self-control. This research study deals with the role of administrators in enriching the emotional maturity of early adolescents. A sample of 640 students studying standard IX from twenty one schools was taken for the study. Emotional maturity scale by Singh & Bhargava (1999) was used for the collection of data. The statistical techniques employed were t-test and F-test. The major findings revealed that the early adolescents who were studying in boys' school were found to have slightly high emotional maturity than their counter parts. The early adolescents who were studying in the schools in which there were number of teachers who were in between 26-50 were found to have slightly high emotional maturity than their counter parts. Hence the teachers and institutions play a major role in cultivating emotional maturity in early adolescents to lead a glorious life. Every individual reacts to things differently. Aristotle once wrote that those who are "angry with the right person, to the right degree, at the right time, for the right purpose, and the right way are at an advantage in any domain of life". Science generally focus on rational explanation of the performance and behaviour of the human beings, but thoughts, actions and results often influence the emotional side of human nature.*

Keywords: Educational Institution, Emotional Maturity, Cognitive, Affective & Self-Control.

## **Emotional Maturity - Concept**

Emotional maturity is nothing but behaving in most socially accepted manner without inhibiting the emotions. It involves internal control of emotions rather than external control. It is a state of balanced feeling and self-control. The most outstanding mark of emotional maturity is the ability to bear tension. Emotional maturity can be called as the process of impulse control

through the agency of self or ego (Nehra, 2014). Geoghagen et al. (1963) says that a person is considered emotionally mature when his responses to a situation are: appropriate to his degree of development, and proportionate to the demands of situation (shodhganga.inflibnet.ac.in).

### **Emotional Maturity - Physiognomies**

An emotionally mature person has experienced the spectrum of emotions - understands the consequences of each, and knows the benefits of being in control of them. Most importantly, an emotionally mature person knows what kind of things sets off different emotions in them, and they know how to identify each emotion, clearly. They don't fall into a panic trying to determine what they feel, and how they should react. They know, and they manage themselves accordingly (Paris, 2014). In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time.

### **Emotional maturity - Education**

Though education lauded for developing academic knowledge in their students, its leaders are routinely criticized for not adequately preparing students for the type of roles and leaders that organizations need (Seal, Naumann, Scott & Davis, 2010). It reveals that, students are often not equipped with the social and emotional competence to fully capitalize on their academic knowledge. In the process of education, emotions need to be recognized. Emotional maturity is the prime concern to education (Bhave, 2012). Hence it is not enough to produce best and brightest technical experts. Educational Institutions must also address the whole student development in intellectual, emotional and social aspects. Students, who are able to develop their capacity to understand themselves and the world around them, build meaningful relationships and foster positive changes have an advantage in school, workplace and life (Seal, Naumann, Scott & Davis, 2010).

### **Review of Related Studies**

Subramanian and Veliappan (2013) studied to find out the high school students' emotional maturity of from Tenkasitaluk and found that the high school boys and private high school students are emotionally matured. Balakrishnan (2013) explored to find the emotional maturity of teachers in relation to subject area and years of experience. The study reveals that the post graduate teachers of Art subjects and science subjects do not differ significantly in their level of emotional maturity. Further, it was observed that the post graduate teachers with upto 15 years of experience differ significantly in their level of emotional maturity from their counterparts with more than 15 years of experience. Vences and Raj (2016) focused on teaching learning by evaluating the emotional maturity of high school teachers in relation to gender and locality. The findings revealed that there is no significant difference between high school teachers in reference to their gender, but they significantly differ with respect to locality.

## Objectives of the Study

Objectives is an overall statement of the thrust of the study (Nirmala, Silvia &Sun, 2011).

1. To find out the significant difference if any, in the emotional maturity of early adolescents with regard to institutional variables namely attention, memory, problem solving and decision making.
2. To know the level of emotional maturity with respect to institutional variables of early adolescents, namely

## Hypotheses Formulated

In the light of the objectives, following hypotheses was formulated for the present study.

1. There is no significant difference in the emotional maturity of early adolescents with regard to institutional variables namely nature of school,

## Methodology

Survey method was opted for the study

## Tool Used

The tool used for this study was the emotional maturity scale developed by Yashvir Singh & Bhargava (1999).

## Sample

The sample chosen for this study is 640 Standard IX students from twenty one schools following Tamil Nadu State Board Curriculum which includes government, aided and private, studying in Tirunelveli district, Tamil Nadu, India

## Data Analysis

The statistical techniques employed in this study were t-test and F-test

### 1. Significance of Difference in Emotional Maturity of Early Adolescents with regard to Institutional Variables

Table 1

*Significance of Difference in Emotional Maturity of Early Adolescents with regard to Nature of School*

Nature of School	Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value
Boys	Between	7091.545	2	3545.773	16.165	0.000**

Girls Co-education	Groups			
	Within Groups	139726.166	637	219.350
	Total	146817.711	639	

*\*\*Significant at 1% level*

In the above table, since p-value (0.000) is less than 0.01, the null hypothesis is *not accepted* at 1% level of significance. Hence it is concluded that there is a significant difference in emotional maturity of early adolescents with regard to nature of school.

Table 1(a)  
*Scheffe Test Result showing the Significant Difference in Emotional Maturity of Early Adolescents with regard to Nature of School*

Variable	Nature of School			Mean difference	Std. Error	p-value
	Girls	Co- education	Boys			
Emotional Maturity	41.172	47.014	-	5.842	1.407	0.000**
	-	47.014	51.253	4.239	1.597	0.030*
	41.172	-	51.253	10.082	1.829	0.000**

*\*\*Significant at 1% level*

*\*Significant at 5% level*

In the above table, Scheffe test analysis shows that the early adolescents who were studying in boys school were found to have slightly high emotional maturity than their counterparts.

Table 2  
*Significance of Difference in Emotional Maturity of Early Adolescents with regard to Type of School*

Type of School	Source of Variation	Sum of Squares	Df	Mean Square	F-value	p-value
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	Between Groups	1342.062	2	671.031		
Govt. Aided Private	Within Groups	145475.649	637	228.376	2.938	0.054 <sup>NS</sup>
	Total	146817.711	639			

*NS-Not Significant at 5% level*

In the above table, since the p-value (0.054) is greater than 0.05, the null hypothesis is *accepted* at 5% level of significance. Hence it is concluded that there is no significant difference in emotional maturity of early adolescents with regard to type of school.

Table 3

*Significance of Difference in Emotional Maturity of Early Adolescents with regard to Locality of the School*

Locality of the School	Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value
	Between Groups	898.210	2	449.105		
Rural Semi-Urban Urban	Within Groups	145919.502	637	229.073	1.961	0.142 <sup>NS</sup>
	Total	146817.711	639			

*NS-Not Significant at 5% level*

From the above table, since the p-value (0.142) is greater than 0.05, the null hypothesis is *accepted* at 5% level of significance. Hence it is concluded that there is no significant difference in emotional maturity of early adolescents with regard to locality of the school.

Table 4

*Significance of Difference in Emotional Maturity of Early Adolescents with regard to Number of Teachers*

Number of	Source of	Sum of	df	Mean	F-value	p-value
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Teachers	Variation	Squares		Square		
25 & Below	Between Groups	1488.553	2	744.277		
	Within Groups	145329.158	637	228.146	3.262	0.039*
Above 50	Total	146817.711	639			

*\*\*Significant at 5% level*

From the above table, since the p-value (0.039) is less than 0.05, the null hypothesis is *not accepted* at 5% level of significance. Hence it is concluded that there is a significant difference in emotional maturity of early adolescents with regard to number of teachers.

Table 4 (a)

*Scheffe test result showing the Significant Difference in Emotional Maturity of Early Adolescents with regard to Number of Teachers*

Variable	Number of Teachers			Mean difference	Std. Error	p-value
	25 & Below	26 to 50	Above 50			
Emotional Maturity	46.475	48.535	-	2.059	1.521	0.400 <sup>NS</sup>
	-	48.535	44.172	4.363	1.718	0.040*
	46.475	-	44.172	2.303	1.425	0.272 <sup>NS</sup>

*\*Significant at 5% level*

*NS-Not Significant at 5% level*

In the above table, Scheffe test analysis shows that the early adolescents who were studying in the schools in which there were number of teachers who were in between 26 and 50 were found to have slightly high emotional maturity than their counterparts.

### **Findings and Interpretations**

1. There was a significant difference in emotional maturity of early adolescents with regard to nature of school. The early adolescents who were studying in boys' school were found to have slightly high emotional maturity than their counter parts. Pandit (1985) found that the emotional adjustment of adolescent boys was more satisfactory (Nehra, 2014). Wani et al., (2016) suggested that boys are more emotionally stable than girls. Hence in the boys' school, there may no other deviations among them and there will be team work and co-operative spirit which makes them to manage their emotions.
2. There was no significant difference in emotional maturity of early adolescents with regard to type of school.
3. There was no significant difference in emotional maturity of early adolescents with regard to locality of the school.
4. There was a significant difference in emotional maturity of early adolescents with regard to number of teachers. The early adolescents who were studying in the schools in which there were number of teachers who were in between 26-50 were found to have slightly high emotional maturity than their counter parts. The early adolescents in this schools feels free to share his/her problems and he/she will be regularly monitored by the same teachers, if they are adequate in number.

## **Recommendations**

Following are the recommendations suggested to the teachers and administrators for enhancing the emotional maturity of early adolescents

### ***To Mentors***

Teachers play a vital role in developing the emotional maturity of early adolescents. Teachers need to encourage the female early adolescents by providing them a supporting environment, positive feedback and healthy interactions. The teachers ought to motivate the early adolescents to think independently, develop and share their own ideas and thoughts.

### ***To Administrators***

The schools have to instill academic risk-taking behaviour in children by integrating confidence building activities, intellectual exercises, problem solving skills and inter-school competitions (Asaph& Raja, 2017). The schools can organize programmes on emotional maturity for early adolescents studying in girls school and co-education schools to overcome the emotional turmoil of their age. The managements have to create a positive prone environment by taking them to field trips and making them to participate in curricular activities.

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