

Emotional Maturity among Student Disciplinary Problems in Secondary School at Terengganu

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Abstract

This study examines the emotional maturity of secondary school discipline students in Terengganu. The study was conducted on a sample of 361 students, out of 361 students 182 male and 179 female students were selected by stratified random sampling method to collect the sample of this study from eight district government secondary schools in Terengganu. Descriptive survey method was used for data collection using the Emotional Maturity Scale of M. Bhargava and Y. Singh. The findings of the study report that there are differences in emotional maturity based on gender factors. Therefore, this study is expected to provide empirical evidence for differences in emotional maturity based on gender factors.

Keywords: Emotional Maturity, Disciplinary Problem.

Introduction

Emotions play an important role in an individual's life. Emotions are also capable of the spirit and the shaping of behavior (Bagh, 2018) and the strong impact of one's life (Verma, Srivastava & Dubey, 2018). In addition, emotion is the ability of an individual to assess and understand and interpret what is happening at certain times (Verma et al., 2018). Emotions are also associated with mood, temperament, motivation and personality. Motivation can lead to behavior and emotions can determine motivation in a positive or negative way (Kiranben, 2018).

While emotional maturity is the ability to handle situations without losing their emotional balance (Samhitha et al., 2019). Emotional maturity can be determined by an individual's ability to control a situation (Deepika & Lata, 2017). Emotional maturity is not a character that exists since birth, but emotional maturity can be shaped by experiences in everyday life and within the environment (Deepika & Lata, 2017).

In addition, emotional maturity is not only a determinant of effective personality patterns, but helps to control the growth of an individual's developers (Kaur, 2019). In fact, emotional maturity is also an important aspect for educated, cultured and successful people (Bagh, 2018). Emotional maturity is not only an effective determinant of personality, but emotional maturity can also help regulate one's adolescent growth (Bagh, 2018).

Thus, emotional maturity indicates a person's emotional well-being, and can accept both positive and negative situations in daily life (Verma, et al., 2018). Emotional maturity is an important character in a student's behavior. This is because, students are the pillar and heir to the next generation (Smritikana, 2019). Emotional maturity refers to an individual's ability to understand and control emotions (Suvankar, 2018). Emotional maturity can also be seen through calmness in the face of difficult circumstances (Suvankar, 218). Emotional maturity is a factor in a person's overall development (Kiranben, 2018).

Therefore, emotional maturity is an important element that should be present in every individual, student said. This is because student age is a very critical period with the search for identity, character development and requires good judgment in order to develop positive attitudes and behaviors. This can help to curb the problem of deteriorating discipline that is rampant today.

Therefore, based on past studies, the study of emotional maturity is an important element that needs to be studied and researched to produce quality and useful human capital.

Objectives

1. To analyze students' emotional maturity level
2. To identify the differences emotional maturity based on gender factors

Literature Review

In the present study, the investigator has reviewed the following studies on emotional maturity and parental involvement. Subharayan and Visvanathan (2011), was aimed on emotional maturity among college student. The result of the study shows that the emotional maturity of college students is extremely unstable. However, the investigators also concluded that the gender, the community and the family type did not play any role in the emotional maturity of the college students.

Armin (2012) in their study aimed to see the adjustment level of the postgraduate students of Yasouj city. For this study a sample of 160 female students of age range 18-22 years studying in post graduate slashes were selected from different colleges of Yasouj city. The result shows a high positive correlation was obtained between emotional maturity and overall adjustment.

Punithavathi (2013) conducted a study on emotional maturity and decision making styles among arts and science and engineering college women students with special reference to day, scholars and hostellers. The data were collected from 52 students of Arts and Science and Engineering College Women Students by random sampling technique. The results revealed that there is a significant difference between day scholars and hostellers women students" in their emotional maturity and decision making styles with respect to their dwellings. The mean difference of the day scholars is are higher than that of hostellers.

Anand, Kunwar and Kumar (2014) Conducted of study on the impact of different factors on the emotional maturity of adolescents of coed-school. The sample consists of 220 students of Sixth, Xth, XIth and XIIth class selected from the coeducational English medium schools of Kanpur district. Out of which 110 were boys and 110 were girls. The finding show peer group,

school and society play an important role in the emotional stability of adolescent and this comes with by the emotional maturity of adolescent girls and boys.

Saraswat and Singh (2015) study is aimed at the relationship of emotional maturity with the academic achievement of high school students. The main objective of the study was to study the correlation between emotional maturity and academic achievement, to study the significant difference of emotional maturity and academic achievement. This study sample included 400 students (200 boys and 200 girls). Findings indicate that, there is no high correlation in between emotional maturity and academic achievement and there is no significant difference in emotional maturity and academic achievement of students. The findings also show, the girls were found more emotionally mature in compression than boys. Chanda and Ritu (2016), and the paper aimed an assessed and compared the emotional maturity of adolescents from two different educational setting that is co-education and non-co-education. This study involved 160 adolescents' coeducation and 160 no coeducation school as a sample. Results revealed that adolescents from coeducational schools, in both the districts, were more emotionally progressive, socially adjusted and independent as compared to those studying in a non-coeducational schools. The prominent reason for the significant difference in emotional maturity across different educational setting was observed to be school gender composition, school climate and traditions, and confounding factors.

Bokey and Anuragini (2017) aims to investigate the emotional maturity among boys and girls of juvenile. In the present of study, 60 sample included 30 girls and 30 boys randomly. The findings indicate there were no significant differences in emotional maturity based on gender factors, but there exists significant difference in faulty social adjustment between boys and girls. The study showed that boys are more mature than girls.

The present study Geeta (2018) was aimed involves three things that is, to explore the relationship between emotional maturity, emotional intelligence and life satisfaction. 60 girls were selected from a women's college, Bhiwani as a sample of the study. The finding show that there is a positive correlation between emotional maturity and life satisfaction. However, no any significant correlation is found emotional intelligence and life satisfaction, emotional intelligence and emotional maturity.

Kaur (2019) was aimed to explore, study relationship between emotional maturity and adjustment. The present research is done on the sample of 200 college students. The finding shows there is a significant difference in the level of emotional maturity among male and female adolescents and no significant difference in the level of adjustment among male and female adolescents. It is revealed that there exists a significant relationship between emotional maturity and adjustment patterns of adolescents.

Methodology

A descriptive research design was followed to conduct the present study. Descriptive studies are one in which information is collected without changing the environment. The descriptive research design was used as it is considered to be the best method for collecting information which demonstrates relationship and describes the world as it exists. It was able to seek information on the current status of the respondents with regard to their emotional maturity. For the present this study, data collected on the sample of 361 students, there were 182 boys and 179 girls in this study. However, sampling design was used stratified random sampling method to collect the sample for this study. This study uses an instrument emotional maturity scale (EMS) by Yashvir and Mahesh (1989). The emotional maturity scale were employed to assess the emotional skills. The selection of a suitable tool is the vital importance in this

research. The data obtained was planned to analyze in terms of objective of the study using descriptive and inferential statistic.

The statistic technique includes frequency, percentage, Mean, and t-test. Frequency, percentage, mean and standard deviation were used to analyze sample demographic and the level of emotional maturity. Thus, t-test was applied to determine the significance of difference emotional maturity based on gender factors. The collected data were analyzed in SPSS software.

Analysis and Interpretation

Analysis means to break down the data in small parts and Interpretation means to give meaning to the data. The detail description of statistical analysis and interpretation are given below:

Number of Samples Based on Gender

Table 1 shows the number of samples based on gender. The table shows the 361 (100%) of the sample included in the study consisting of 182 male students (50.4%) and 179 female students (49.6%).

Table 1

Number of Samples by Gender

Gender	Number of Samples	Percent
Boys	182	50.4%
Girls	179	49.6%
Total	361	100.0%

Students' Emotional Maturity Level

The emotional maturity scale has 46 items under five constructs that emotional instability, emotional regression, social maladjustment, personality disintegration, and lack of independence. Table 2 show Table 2 shows the levels for constructs under emotion maturity variables.

Table 2

Emotional Maturity Level

No	Construct	Mean score	Level
1	Emotional instability	3.37	Moderate
2	Emotional regression	3.27	Moderate
3	Social maladjustment	3.11	Moderate
4	Personality disintegration	3.16	Moderate
5	Lack of independence	3.02	Moderate

Overall, the findings indicate that the level for emotional maturity constructs is modest. Emotional maturity of the students was very worried and had a lack of emotional maturity. The findings of this study are in line with a study conducted by Kalaiselvan and Maheswari (2016) which found that the emotional level of the respondents was moderate.

While Parua (2015); Lakshmi and Krishnamurthy (2011); Alfian and Sharif (2006) were in the lower level. Similarly, a study by Bhagat, Haque, Rohayah, and Khairi (2016) on medical students found that 21.9% of respondents had low levels of emotional maturity. In line with the study of Swamy et al. (2014) found that 63.38% of respondents had low levels of emotional maturity. Bhagat, Chang and Chang (2016) have stated that sometimes students' emotions are out of control, tense and less rational. However, contrary to the study of Faranak et al. (2013) found that students' emotional maturity was high.

Therefore, emotional maturity is important for every individual this is because individuals with emotional maturity will trust their abilities and what they do or have. Even those who do not have the emotional maturity cannot control their emotions and feelings. This shows that emotional maturity is one of the most important factors that should be instilled in every student in order to counter the prevalent problem of disciplinary deterioration among students'.

Emotional Maturity differences based on Gender

Table 3 shows the mean values for boys ($m = 3.02$) and girls ($m = 3.20$), while DF values (359) and mean values were obtained 0.00 (<0.05). This indicates that there is a significant difference in the emotional maturity of SMK students based on gender factors.

Table 3

Differences Emotional Maturity Based on Gender Factor

Demographic	Factor	N	Mean	SD	Standard Error	df	T	Sig.
Gender	Boys	182	3.02	0.388	0.028	359	-4.282	0.000
	Girls	179	3.20	0.402	0.030		-4.281	0.000

Sig. 0.05

Thus, the findings indicate that there are significant differences in emotional maturity based on gender factors. This finding is consistent with the study Moshahid (2017); Prathiba & Ashok (2017); Ratna (2016); Brahmhat, (2016); Panth, Chaurasia, & Gupta, (2015); Jitender & Mona (2015); Sakshi & Gupta (2015); Kumar (2015); Wani & Manish (2015); Constanta, Lulia & Gheorghe (2014); Sinha, (2014) Rajakumar & Soundararajan, (2012); Lakshmi & Krishnamurthi (2011); Manoharan & Doss (2007) and Kaur (2006).

However, contrary to the findings of the study Palak, Piyali dan Silony (2018); Rafiqi & Kiran (2017); Jadab & Suresh (2015); Dutta, Chetia, & Soni (2015); Perumal & Rajaguru (2015); Nehra (2014); Arora & Kaur (2014); Singh, Kaur, & Dureja (2012); Sivakumar (2010); Vyas, (2008); Pastry, Geeta, & Aminbhavi (2006); Bansibhari et al. (2006); Lekhi (2005) found that there was no significant difference in emotional maturity based on gender factors.

The findings also show that girl students have higher levels of emotional maturity than boy students. In line with the studies of Wani and Manish (2015) and Lakshmi and Krishnamurthi (2011), we found that girl students had higher levels of emotional maturity than boy students. However, this finding contradicts the study conducted by Moshahid, (2017) found that boy students have higher emotional maturity than girl students. Boy students are more capable of controlling their emotions in many situations than girl students. Similarly, the findings of Sinha, (2014) show that boy students have higher levels of emotional maturity than girl students.

Brahmbhat (2016) study also found that boy students have a higher level of emotional maturity than girl students. Therefore, emotional maturity is seen as an important element in a person's life, this is because the lack of emotional maturity in an individual can lead to more serious behavior problems, especially among today's students. Thus, the degree of emotional maturity varies by gender and may differ from other factors not examined in this study.

Conclusion

Based on the data analysis, the researchers concluded that female students have better emotional maturity than male students. Researchers suggest that male students should be given more attention in terms of the development of emotional maturity. The implication is, Emotional maturity is an essential element in the life of an individual, especially a student. This is because emotional maturity can make a student resilient, feel comfortable, calm and ready to accept any situation in life. Emotional maturity can also make students more positive, emotionally stable, mentally rational in acting and successful in academics, so as to produce excellent human capital.

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