



EMOTIONAL MATURITY OF SPECIALLY ABLED STUDENTS AND NORMAL STUDENTS-A COMPARATIVE STUDY

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Abstract: This paper accentuates on various types of students, especially specially abled students and normal students. Among adolescents some students are rebelliousness and experimentations are common. However, a few students repeatedly participate in problematic behaviours that affects their academic, personal and social functioning. This concept is in harmony with the modern democratic ideas which seek finest development by providing suitable educational amenities to all students. Special issues which are related to specially abled students and normal students are discussed in this paper. This study aims to find out difference among specially abled students and normal students in relation to emotional maturity. The normative survey method was used to compare the Emotional Maturity of specially abled students and normal students. The present study was conducted with 50 students (25 specially abled students and 25 normal students) measured by using emotional maturity scale developed by Dr. Mahesh Bhargava and Dr. Yashveer singh. On the basis of analysis and interpretation of data, it is concluded that normal students have higher emotional maturity than the specially abled students.

Key words: Emotional Maturity, Specially abled students, Normal students

1. INTRODUCTION:

In the present condition, youth as well as students are facing complications in life which give rise to many mental problems such as anxiety, tension, frustration and emotional upsets in day to day life. So, the study of emotional maturity is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Etymologically the word 'Emotion' is derived from the Latin word 'Emovere' which means to stir up, to excite or to agitate. 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 emotions under control, which is able to break delay and to suffer without self pity, might still be emotionally stunned and childish.

R.S. Woodworth defined emotions, "As a moved or a stirred up state of an individual. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity – that is the way it appears to an external observer." According to Charles E. Skinner, An emotionally matured person is the one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. According to Cole, "The most outstanding make of emotional maturity is the ability to bear tension. Besides, an emotionally matured person persists in the capacity for fun and recreation. He enjoys both play and responsible activities and keeps them in proper balance." According to Fred Mc. Kinney, "The characteristics of an

emotionally matured person are heterosexuality, appreciation of attitude and behaviour of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses.”

Emotional Maturity is one of the vital components of personality which characterizes Multi-trait non-cognitive psychological concept. According to Walter D.Smitson (1974), “Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality”. Emotional Maturity or stability might be considered as a potential factor in any field of life.

Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. According to Crow and Crow (1974), “An emotion is an affective experience that accompanies generalizes inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour. According to Alter et.al; (1976) “emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both physical and psychological”. Emotional stability is one of the seventh important indicator of mental health. It simply means being grown up so that one may be able to personally manage his/her desires and feelings and may be better able to cope up the adverse life situations in a most benefiting and socially approved manner. The most outstanding mark of emotional maturity is ability to bear tension. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hospitability but it is continuously in process of seeing himself/herself in clear perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action.

2. OPERATIONAL DEFINITION OF THE SPECIFIC TERMS

Emotional Maturity: Emotional maturity states to the ability of a person to understand and use one's emotions in personally controlled ways.

Specially Abled Students: Inability to perform any one of the core academic skills (reading, writing, or math) easily in the classroom, does not equate with a lack of intelligence nor does it indicate an inability to learn.

Normal Students: Ability to perform any one of the core academic skills(reading, writing, or math) easily in the classroom.

3. OBJECTIVES OF THE STUDY:

To find out the difference between emotional maturity of specially abled students and normal students

4. HYPOTHESIS OF THE STUDY:

There is no significant difference between specially abled students and normal students in respect to their Emotional maturity.

5. RESEARCH DESIGN:

The objective of the study is to find out the difference between specially abled students and normal students in respect to their emotional maturity. Therefore to achieve the objective an exploratory research was conducted.

6. POPULATION OF THE STUDY:

Specially abled students and Normal students studying in secondary schools located in Chikaballapur District (Karnataka) are considered as population for the present investigation.

7. SAMPLE & SAMPLING TECHNIQUE:

A sample of 25 specially abled students and 25 normal students studying in secondary schools were taken by “Simple Random Sampling Method” in Chikaballapur District.

8. TOOL USED IN THE STUDY:

Emotional Maturity Scale: The Emotional Maturity Scale developed by Singh & Bhargava (1999), standardized and published by National Psychological Corporation (NPC), Agra was used. It has 48 items across the five sub

domains namely emotional stability (10 items), emotional progression (10 items), social adjustment (10 items), personality integration (10 items) and independence (8 items).

9. STASTICAL TECHNIQUES USED IN THE STUDY:

- a. Mean
- b. Standard Deviation
- c. t-test

10. RESULTS AND DISCUSSION

TABLE:1: comparisons of mean's emotional maturity scores of normal students and specially abled students

Students	N	Mean scores of Emotional Maturity	Standard Deviation	't' -test	Significance level
Normal Students	25	66.25	7.8	6.78	**
Specially abled Students	25	44.56	3.21		

The above table shows that the mean score of Emotional Maturity of normal students ($M=66.25$) is higher than the specially abled students ($M=44.56$). The calculated t-value is 6.78 is significant at 0.01 level significance.

11. EDUCATIONAL IMPLICATIONS:

The most owing characteristics of any research is that it contributes something new to the development of knowledge concerned. Keeping this idea in mind the investigator has to find out the educational implications of the study.

The society, the educational institutions and family are so complex that the students are facing much problems in their daily life in relation to their emotional maturity, It is the responsibility of the researchers, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the specially abled students for the betterment of their lives and to bring them to main stream.

teacher plays a vital role in shaping the personality of a child. He/she can influence them by their behavior, thoughts and actions and also enable them to solve their problems which lead to more emotionally stable and better health. Teacher should treat the specially abled students alike and with kindness. Discipline should neither be too rigorous nor should lenient. The specially abled students must be helped to resolve the conflicts which arise due to various problems by understanding them.

Students should be encouraged to participate in co-curricular activities which will inculcate the virtues of cooperation, self-discipline and feeling of brotherhood. They should be given the tasks in school work so that they grow self-discipline. Specially abled students should be given educational, vocational and personal guidance so that they can determine their goals and become successful in various fields.

Family is a primary agent plays an important role in the development of emotional maturity of specially abled students. Hence it is very essential for parents to give best environment to provide all round development of the child.

Family should treat the specially abled students in the same way as they treat any other adult. Children should be provided with such an environment which leads to maximum development of positive emotions and minimum development of negative emotions.

They should be informed to manage emotions like love, happiness, anger, fear etc. Parents should be friends of the child so that he/she can share feelings and all his/her problems of the child and guide them to solve their problems themselves, so that they develop as self-determining adults who can distinguish between right and wrong.

Emotional security not only affects child mental and physical growth but also his/her emotional maturity. By providing love and affection, child feels more secure and in turn he/she is more emotionally secure.

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