

# A Correlational Study on Emotional Maturity and Parental Involvement of Senior Secondary Students of Meerut District

Ajai Kumar<sup>1\*</sup>, Gyanesh<sup>2</sup>

<sup>1</sup>Principal, D. N. College Meerut, India

<sup>2</sup>Research Scholar, Chaudhary Charan Singh University, Meerut, India

**Abstract:** The present study is conducted to found out the relationship between emotional maturity and parental involvement of senior secondary students of Meerut city. This study was conducted on 400 students of class 12th CBSE board students by giving due representation to urban 200 and rural 200 urban adolescents of Meerut district. Stratified random sampling technique was used for the selection of the sample. The descriptive survey method was used for data collection using emotional maturity scale constructed and standardized by Dr Tara Sabapaty and parental involvement scale constructed and standardized by Dr Vijaya Lakshmi Chauhan and Mrs Gunjan Ganotra Arora. The findings of the study reported that there exists positive relationship between emotional maturity and parental involvement of the adolescents

**Keywords:** Emotional maturity, parental involvement.

## 1. Introduction

It is known that teenage is a very important phase of child. And senior secondary students are crossing the crucial adolescent period, in this period their study is much affected by their emotional maturity. The main purpose of the education is the all-round development of a student. Environment and family background plays a significant role in a child's academic achievement. To prepare the youth of a nation to compete in a global economy, parents must invest and encourage not only the pursuit of academic excellence but also the development of a wholesome personality. Both parents and the school community need to make a conscious and intentional effort to facilitate the development of academic and social/ emotional skills in children. A person equipped with such social /emotional skills (self-awareness, self-regulation, social skill, empathy and motivation) is able to handle with confidence the various challenges of the future life and become useful for the society.

## 2. Variables

Two variables are taken in this study namely emotional maturity and parental involvement.

### 1) Emotional maturity

Emotion is the energy which makes mind to work. It supplies

the energy for survival. Emotions are necessary for life and stimulate one to behave in a certain way. We all are emotional people. However, there is a difference between emotional maturity and immaturity. The difference lies in whether we let this energy (emotion) rules to our own hurt and to hurt others, or whether we through careful thought put it to use constructively. We cannot stop the energy that is emotion, but we can control and direct it into constructive channels. Now the question arises, what does it mean to be “emotionally mature”. We can answer it in the way that emotional maturity is the ability to differentiate and properly identify one's emotions while granting oneself the freedom to experience whatever emotion is appropriate to a given situation. We can say that emotional maturity is a state in which a individual can manage the emotions and handle it accordingly with the social situations as well as critically analyze a situation before responding to it. Adolescence is a major period in the life and major changes takes place because of the transitions from the childhood to adulthood.

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 subjects the fruit of normal emotional development. Emotional maturity is the result of healthy emotional development. The term emotional maturity essentials involve emotional control. According to this view the emotionally mature person is able to hide his feelings; such a person is not subject to swing in mood and can suffer in silence. When he does express emotion, he does so with moderation, decently and in good manner. An emotionally mature person is the one who can give expression to his emotion at the right time and in a proper manner.

### 2) Parental involvement

Parental involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. What does it mean to be an involved parent? A group of parents defined parent involvement as: being involved in their lives, at school, coaching, spend time together, doing

\*Corresponding author: [sirohiphysics@gmail.com](mailto:sirohiphysics@gmail.com)

activities, attending activities, listening and talking with them, reading together, having meals together, going on vacation and being there for them. Guide them, helping them with their education; help discern right from wrong, guiding through important decision, teaching citizenship and life skills, and developing their unique talents and abilities, to know them what is going on their lives. Paying close attention to where they spend their time and with whom, and also knowing their interests and passions. Have the right mind set being interested in the child's activities and loving them unconditionally and provide for them food, clothing, shelter and give them a wide range of experiences.

### 3. Review of Related Studies

Shital G. Brahmhatt (2016) found in her study that significant interaction is existed between gender and area of residence of senior secondary school students on emotional maturity. Male urban senior secondary school students are found to be better emotional maturity, then remaining groups of senior secondary school students.

Dr. Ranjit Kaur Bhalla (2018) has done an analysis of emotional maturity of adolescent students in relation to parent child interaction. For this purpose he has taken 200 students (100 boys and 100 girls) of 9th class from both Government and private school of Punjab. Descriptive survey method was used for the study. Mean, SD and 'T' test were used for the analysis of data. And the result of the study revealed that there existed a significant positive relationship between emotional maturity of adolescents with parent child interaction of adolescents. And also the adolescents of Government and private schools show almost same level of emotional maturity.

Dr. K Govindarajan (2019) conducted a study on family climate, emotional maturity and academic achievement among secondary school students. The sample consisted of 300 students by using random sampling technique. Emotional maturity and family climate questionnaire were developed by researcher himself and academic achievement scores obtained from the school. And the result of the study revealed that there is no significant difference in family climate, emotional maturity and academic achievement of government and aided secondary school students and also the result revealed that there is a significant relationship between family climate and emotional maturity of school students.

Dr. Syeda Rakshanda Kaukab (2016) explored the impact of parental involvement on students learning outcomes in Karachi Pakistan. For this study five towns of Karachi city were taken. To conduct the study academy performance of 20 secondary school students from each of the five towns (male and female) from private sector was recorded. Schools were selected through simple random sampling. Survey method was adopted to conduct this study. Data was collected by taking interview of two parents and two teachers from each school through structured and unstructured questionnaire. Majority of the parents told the researcher during interviews that they do not only influence their wards academic outcomes but due to their frequent visits, overall discipline of the school have also improved.

Some parents complained that nowadays teachers do not teach effectively. Majority of the teachers said that teacher alone cannot bring change, parents' involvement is equally important at all levels. They said that the guiding and monitoring factors have great impact. The most accurate predictor or forecaster of student achievement in life is neither income nor social status except family involvement. Another group of teachers was of the opinion that parental involvement keeps the child motivated, interested and keen in their work. It bridges the gap between school and the parent. Children who are associated with concerned parents are generally more disciplined, well-mannered and proactive. And after the analysis of data, the result of investigation revealed that parental involvement affects significantly academic performance of the adolescents.

Mar Owusu, Eugene Yaa, Eric Twum and Martin Gyambah (2018) investigated relationship between parental involvement and academic performance of high school students at Ghana. Total sample of 471 (186 males and 285 females) students were taken by using stratified random sampling technique. The descriptive correlational research design was adopted to conduct the study. Test items on mathematics and English language and questionnaire were used for the collection of data. And the results of the study showed a significant positive relationship between parental involvement and students academic performance. It was recommended from the study that parents should play a leading role in supporting their children's education.

Josephina Jekonia (2021) explored the relationship between parenting styles, parental involvement and children's academic performance in Namibian. The information was gathered from parents of senior primary school children through survey, Focus group and individual interviews. The results of the study indicated that parenting style and parenting environment were correlated primarily with school performance of the Namibian children. The findings of the study also revealed that the mothers of the Namibian children were more child-centered with consistently increased in their level of participation in school activities and subsequently resulted in better performance of their children.

### 4. Objectives of the Study

1. To study the relationship between parent involvement and emotional maturity of senior secondary students.
2. To study the relationship between parental involvement and emotional maturity of urban senior secondary students.
3. To study the relationship between parental involvement and emotional maturity of rural senior secondary students.

### 5. Hypothesis

1. There exist no significant relationship between parent involvement and emotional maturity of senior secondary students.
2. There exists no significant relationship between

parental involvement and emotional maturity of urban senior secondary students.

3. There exists no significant relationship between man and environment and emotional maturity of rural senior secondary students.

#### 1) Sample

For the present study stratified random sampling technique was used for the selection of the participants. 400 12th class students were chosen randomly from 8 CBSE senior secondary schools of Meerut district of UP state.

#### 2) Tools

In present research following tools were used for data collection-

1. Parental involvement scale by Dr. Vijaya Lakshmi Chauhan and Mrs Gunjan Ganotra Arora.

#### 3) Reliability

The reliability of the scale was established by using split half method, which was found to be 0.92.

#### 4) Validity

The validity of the scale was determined by using content validity. It means to get opinion from the area experts and experts in educational research.

- Emotional maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

#### 5) Reliability

1. The reliability of the scale was determined by test-retest method, which was found to be 0.75.
2. And internal consistency of dimension of EMS such as emotional stability 0.75, emotional progression is 0.63, social adjustment is 0.58, personality integration is 0.86, and independence is 0.42.

#### 6) Validity

The scale was validated against external criteria i.e., the Gha area of the adjustment inventory. The number of items of this area is 21. Product moment correlation obtained total scores on all 21 Gha items and total scores on EMS was 0.64 (N=46).

#### 7) Procedure

After establishing the rapport selected students of Senior Secondary School, emotional maturity and parental involvement scale were administered on the group of students. After the completion of data collection scoring was done according to the scoring key of inventory.

#### 8) Statistical Analysis

To analyze the data Karl Pearson's coefficient of correlation was used.

### 6. Analysis And Interpretation of the Data

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

#### 1) Hypothesis 1

There exist no significant relationship between parental involvement and emotional maturity of senior secondary students.

Table 1

Variable	Coefficient of correlation	Interpretation
Parental involvement	+ 0.61	Significant at 0.01 level
Emotional maturity		

#### Interpretation

When N=400 (with degree of freedom of N=398) the minimum value of r should be 0.128 and 0.098 to gain significant at 0.01 and 0.05 level of significance respectively. Table 4.5 shows that the calculated value of coefficient of correlation between parental involvement and emotional maturity of higher secondary school students is + 0.61 which is significant at 0.01 level of significance and marks as moderate positive correlation between parental involvement and emotional maturity of the students. Thus the null hypothesis stating that "There is no significant relationship between parental involvement and emotional maturity of higher secondary students", was rejected and it can be framed as there exist significant positive relationship between parental involvement and emotional maturity of higher secondary students.

#### 2) Hypothesis 2

There exists no significant difference in emotional maturity of urban senior secondary students.

Table 2

Variable	Coefficient Of Correlation	Interpretation
Parental involvement	+ 0.64	Significant at 0.01 level
Emotional maturity		

#### Interpretation

Table 2 reveals that coefficient of correlation between parental involvement and emotional maturity of urban higher secondary school students is + 0.64 which is marked as positive correlation and is significant at 0.01 level of significance, which indicates that emotional maturity of urban higher secondary students, is positively and significantly related with their parental involvement. So the null hypothesis stating that "There is no significant relationship between parental involvement and emotional maturity of urban higher secondary students", is rejected and it can be inferred that there is a significant positive correlation between parental involvement and emotional maturity of urban higher secondary school students.

#### 3) Hypothesis 3

There exists no significant difference in parent involvement of rural senior secondary students.

Table 3

Variable	Coefficient Of Correlation	Interpretation
Parental involvement	+ 0.55	Significant at 0.01 level
Emotional maturity		

#### Interpretation

Table 3 shows that the coefficient of correlation between parental involvement and emotional maturity of rural higher secondary students is + 0.55 which is marked as moderate correlation and is significant at 0.01 level of significance. So it can be concluded that parental involvement and emotional maturity are positively correlated in this sample; which indicates that with increase in parental involvement scores there

would be increase in emotional maturity of the students of rural area. Hence the null hypothesis stating that "there is no significant relationship between brand involvement and emotional maturity of rural higher secondary students", is rejected and it can be reframed as there is a significant positive relationship between parental involvement and emotional maturity of rural higher secondary students.

### 7. Conclusion

The result of this study depicts the moderate positive correlation between parent and involvement and emotional maturity of senior secondary level students. This shows that parental involvement affects the emotional maturity of adolescent students to a large extent. This study reveals that there lies a positive correlation between parental involvement and emotional maturity of urban adolescents as well as their lies positive correlation between parental involvement and emotional maturity of rural adolescents. And the reason for the above result may be that the urban as well as rural parents support, guide, motivate and take direct interest in the education of their children. The result of the present study are in line with the studies of Shital G Brahmabhatt (2016), Dr. K Govindarajan (2019), Dr. Ranjit Kaur Bhalla (2018). In their studies they found out that emotional maturity of adolescents was significantly and positively correlated with their home environment and family support.

### 8. Implications of the Study

The findings of this study may be useful for both parents and teachers. All of us know that sound emotional maturity is

important for being successful in life. So the parents should improve their psychological makeup to understand as so what extent they should involve with their child. They should be well aware of this thing that in which direction their involvement is influencing a child positively or negatively. Parents should treat the adolescent in healthy way. They should provide such an environment, which leads to maximum development of positive emotions; so that they may you could become emotionally mature. On the other hand teachers must provide such a wholesome environment in which a student can act as a integrated personality not as a distorted personality. Teachers should also aware of the fact that they should not create any kind of phobia in the mind of student with respect to his learning and studies.

### References

- [1] Dr. K. Govindarayan (2019) There is a significant relationship between family climate and emotional maturity of secondary school students. Family climate, emotional maturity and academic achievement of secondary school students. International Journal of Science And Research (IJSR) volume 8, issue 6, June 2019
- [2] Dr. Ranjit Kaur Bhala (2018). An analysis of emotional maturity of adolescent, students in relation to parent child interaction. Volume 9, Issue-3.
- [3] Mar Owusu, Eugene Yaa, Eric Twum and Martin Gyambrah (2018). Relationship Between Parental Involvement and Academic Performance of high school students: The case of Ashanti Mampong Municipality of Ghana. American Journal of Educational Research, 2018, 6(1), 1-8
- [4] Josephina Jekonia (2021) The relationship between parenting styles parental involvement and children's academic performance in Namibian. University of Finland. Phys.org/news/2021-09-relationship-parenting-styles-parental-involvement.html.
- [5] Brahmabhat G Shital (2016). A study of emotional maturity among higher secondary school students. Journal of information, knowledge and research in humanities and social sciences. ISSN: 0975 volume 4, issue 1.