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DEVELOPMENT AND STANDARDIZATION ON EMOTIONAL MATURITY SCALE (EMS) FOR HIGH SCHOOL STUDENTS

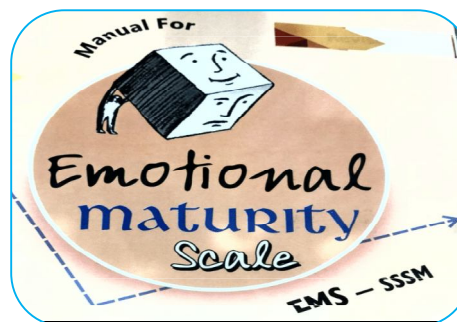
B. Prema¹ and K. Rajasekaran²

¹Ph. D Research scholar, Department of Educational Planning and Administration, TNTEU, Chennai, Tamil Nadu.

²Associate Professor & Research Guide, Department of Educational Planning and Administration, TNTEU, Chennai, Tamil Nadu.

ABSTRACT:

In the present study Emotional maturity scale has been constructed and standardized for the high school students. This scale consists of 50 statements. The simple random sample technique was used for this study. The sample consists of 100 high school students randomly selected from Chennai, Kancheepuram and Thiruvallur Districts. The t-value was used to standardize the tool and finally 39 statements were retained for the final study.



KEYWORDS: Emotional maturity, High school students, t-test.

INTRODUCTION

Emotional Maturity is a personality trait, the result of emotional development and the display of emotion appropriate to one's chronological age. Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. "An Emotional mature person is one who is able to keep a lid on feelings. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When he does express emotion, he does so with moderation, decently and in good order". Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagreeing circumstances.

The six levels of emotional maturity are presented from lowest to highest. The six levels are emotional responsibility, emotional honesty, emotional openness, emotional assertiveness, emotional understanding, and emotional detachment. The investigator felt that very scanty tool only available to study the Emotional Maturity. Moreover to conduct intensive study, since the investigator decided to construct and standardize a scale to measure the Emotional Maturity of the high school students. Likert type scale is a five-point scale of "Strongly Disagree", "Disagree", "Undecided", "Agree", "Strongly Agree". This scale consists of 50 items which have been collected from various sources like experts in school administration, principals, school teacher, Books, journals and web sources.

PILOT STUDY

This scale with 50 items has been administered to the sample of 100 school students in different high schools and of Chennai, Kancheepuram and Thiruvallur Districts, Tamil Nadu, India, in order to

carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to the lowest score. Then they were subjected to item analysis.

ITEM ANALYSIS

The next step in the standardization on Emotional Maturity scale after pilot study is to find out the t-value of each item, which forms the basis for the selection in order to build up the final score. The Likert type scale calls for a graded response to each item on a five- point scale ranging from “Strongly Disagree”, to “Strongly Agree”. The individual score for all the 100 students were ranked from the highest to the lowest score Then 27% of the subjects with the highest total score and 27% of the subjects with the lowest total scores were sorted out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 50 students(Edard.L.Allen,1957).

Table 1: Emotional Maturity scale Item selected for EMS

Item No.	't' Value	Remarks	Item No.	't' Value	Remarks
1	6.34	Selected	*26	1.20	Deleted
2	3.62	Selected	27	5.30	Selected
*3	1.34	Deleted	28	4.39	Selected
4	3.94	Selected	29	4.75	Selected
5	5.29	Selected	*30	1.34	Deleted
6	4.36	Selected	31	5.29	Selected
7	4.92	Selected	32	2.39	Selected
*8	1.02	Deleted	33	4.82	Selected
9	4.83	Selected	*34	1.28	Deleted
10	5.97	Selected	35	4.27	Selected
11	3.10	Selected	36	3.98	Selected
12	4.28	Selected	37	3.20	Selected
13	3.82	Selected	38	4.81	Selected
14	4.93	Selected	*39	1.35	Deleted
*15	1.85	Deleted	40	2.88	Selected
16	5.68	Selected	41	3.69	Selected
17	4.38	Selected	42	5.26	Selected
18	4.91	Selected	*43	1.26	Deleted
19	3.14	Selected	44	3.92	Selected
20	3.01	Selected	45	3.56	Selected
*21	1.25	Deleted	46	2.81	Selected
22	3.78	Selected	47	5.21	Selected
*23	1.02	Deleted	*48	1.45	Deleted
24	2.38	Selected	49	4.75	Selected
25	4.29	Selected	50	3.82	Selected

Note: * indicates deleted items

It may be recalled that each item is followed by five different responses of “Strongly Disagree”, “Disagree”, “Undecided”, “Agree”, “Strongly Agree” in the Emotional Maturity scale. Then each item was taken individually and the number students responded of “Strongly Disagree”, “Disagree”, “Undecided”, “Agree”, “Strongly Agree” was found out both the high and low groups separately. Thus for all the 50 items, the number of students coming under each category was found out separately for both the high and low groups and t-value for all the 50 items have been calculated with the formula suggested by Allen Edwards(1957) (vide: Table-1). Then this final scale has been administered to 100 students in

different high schools of Chennai, Kancheepuram and Thiruvallur Districts, Tamil Nadu, India, in order to establish the scoring procedure, Validity and reliability of the scale.

SCORING PROCEDURE

The Emotional maturity scale has 50 items, out of which 27 items are positively worded and the remaining 23 items are negatively worded. An individual score is the sum of the scores of all the 50 items. The score range from 50 to 250. Higher score indicates the high Emotional Maturity and the details of scoring are given in the following table. The scoring to the respondents should be like the following.

Table 2: Response (Positive – Negative: Strongly Agree 5-1, Agree 4-2, Undecided 3-3, Disagree 2-4 & Strongly disagree 1-5)

Response	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

RELIABILITY

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis. The reliability of Emotional maturity scale was found to be 0.724. Hence, Emotional maturity scale was considered as reliable.

VALIDITY

The content validity was established by circulating the roughly drafted tool and carrying out all the suggestions given by the experts.

CONCLUSION

Emotional maturity supports children to manage the demands of the social and learning environments. Children who are emotionally mature can infer the feelings of others and respond in prosocial ways that demonstrate that they care for other people and value relationships.

Since research tells us that providing students with emotional support helps them focus on learning. Emotional maturity enables adolescent create a fulfilled happy life which helps them to lead a healthy social and individual life. Since the Researcher trust that this scale would contribute effectively to measure emotional of the students in future those who want to carry out the same study.

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