

# STUDY ON EMOTIONAL MATURITY AND VALUE CONFLICT AMONG NORMAL PHYSICALLY CHALLENGED STUDENTS

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## ABSTRACT

*The present study on emotional maturity and value conflict among normal physically challenged students is to examine whether there are any significant differences between levels of emotional maturity of normal physically challenged students with respect to gender. To find the significant difference in the level of emotional maturity of normal physically challenged students with respect to type of disability and to find the significant difference in the level of emotional maturity of normal physically challenged students with respect to religion. Emotional Maturity and value conflict scale constructed and standardized by the investigator were used for the present study. The sample of the present study consisted of 90 Deaf and blind students from two schools were selected by random sampling technique. It is found that Male and female students do not differ in their level of emotional maturity, Blind and deaf students do not differ in their level of emotional maturity, Physically challenged students belongs to different religion do not differ in their level of emotional maturity and Christian and Hindu students do not differ in their level of emotional maturity.*

**Key words:** *Physically challenged, Emotional maturity, Value conflict, Emotional maturity.*

## 1.0 INTRODUCTION

Education is a man making process according to swami Vivekananda. Whatever sober the human mind, nurture the human mind, nourish the human mind, sooth the human mind will be accounted the real purpose of education. Education is a means to maintain the mental equilibrium. Maintenance of Emotions are the end product of the education.

## 2.0 EMOTIONAL MATURITY

Emotional maturity is the key to a happy and fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in the day-to-day life.

### 3.0 NEED AND SIGNIFICANCE OF THE STUDY

The specific needs for identifying these phenomena of Emotional Maturity as a natural and inevitable essential outcome of student growth and development rather the behaviour of the individuals. 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. Physically challenged students stage seems to be the formative stage. Lot of opportunities and avenues are there to get them emotionally disturbed. The events and incidents projected in the media portray how the normal and physically challenged persons of today are fall as victims in the name of modernity and spoiling their life due to emotional imbalance. They may feel isolated sometimes, no one is there to help them, feeling living is unnecessary. As the students are the pillars of the future generations their value pattern of Emotional Maturity are vital factor. Despite having the physical deformity, the normal physically challenged students may differ in their emotional maturity. If so in what extent, and this motivates the investigator to conduct a study on Emotional Maturity and value conflicts among normal physically challenged students.

### 4.0 REVIEW OF THE LITERATURE

According to the study of Dr. Waheeda Matheen (2011) on Parent-Child Relationship and Emotional Maturity of City College Girls. That study discusses on the dynamics of parent child relationship and emotional maturity of the young girls. The sample was drawn from City College students in the age group of 19-22. Data was collected on the two main measures - a) Parent-Child Relationship and b) Emotional Maturity. Certain socio-demographic information such as birth order, number of siblings, religion, parent education, family type and parental status was examined for their contribution on both emotional maturity and parent-child relationship. Both of the main variables were explored for their inter-relationship.

According to a Study of M.Soundar Rajan (2011) "Emotional Maturity and Adjustment of B.Ed., Trainees in Cuddalore District" dealt with adjustment is the important element for human beings. Adjustment goes along with maturation. Mature people adjust well and immature people will have maladjustment within the individual as well as with people who are living around him. The prolongation such as maladjustment creates problems of maladjustment results in mental disorder and therefore for healthy livings, adjustment is an important psychological phenomenon that every human species requires most.

### 5.0 OBJECTIVES OF THE STUDY

1. To find the significant difference in the level of emotional maturity of normal physically challenged students with respect to gender.
2. To find the significant difference in the level of emotional maturity of normal physically challenged students with respect to type of disability.

3. To find the significant difference in the level of emotional maturity of normal physically challenged students with respect to religion.
4. To find the significant difference in the level of emotional maturity between Hindu and Christian students.

## 6.0 HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female physically challenged students towards their level of emotional maturity.
2. There is no significant difference between the blind and deaf students towards their level of emotional maturity.
3. There is no significant difference in the level of emotional maturity of normal physically challenged students with respect to their religion.
4. There is no significant difference in the level of emotional maturity between Hindu and Christian students.

## 7.0 METHODOLOGY

### ➤ Method

Normative survey method was adopted for the present study.

Emotional Maturity and value conflict scale constructed and standardized by the investigator were used for the present study.

### ➤ Sample of the study

The sample of the present study consisted of 90 Deaf and blind students from two schools were selected by random sampling technique.

## 8.0 RESULTS

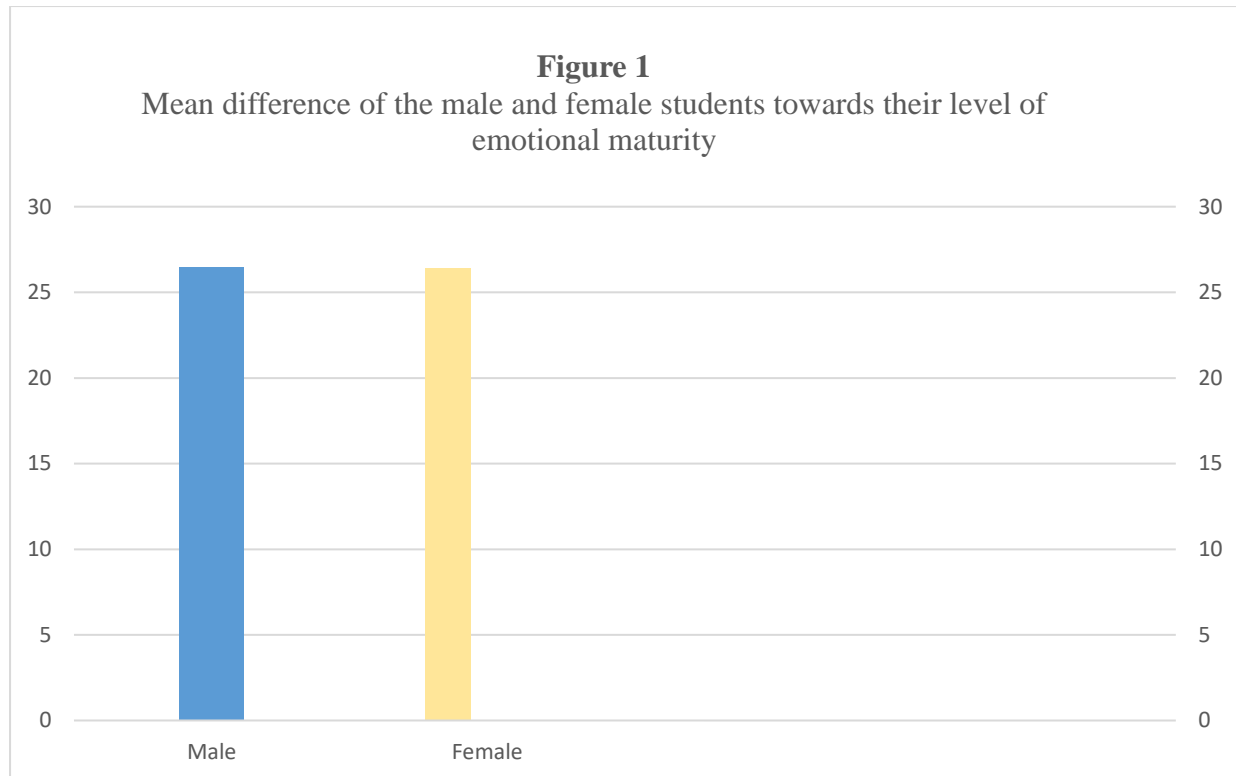
### HYPOTHESIS 1

There is no significant difference between male and female physically challenged students towards their level of emotional maturity.

**Table 1 Table showing the mean difference of the male and female students towards their level of emotional maturity.**

GENDER	N	Mean	SD	t - value
Male	54	26.48	5.9165	0.03
Female	36	26.44	5.1127	

The above table shows that the calculated p value 0.03 is less than the t value of 1.96 at .05 level. Hence, there is no significant difference in the level of emotional maturity between male and female students Hence the stated hypothesis “There is no significant difference between male and female physically challenged students towards their level of emotional maturity” is accepted.



**HYPOTHESIS 2.**

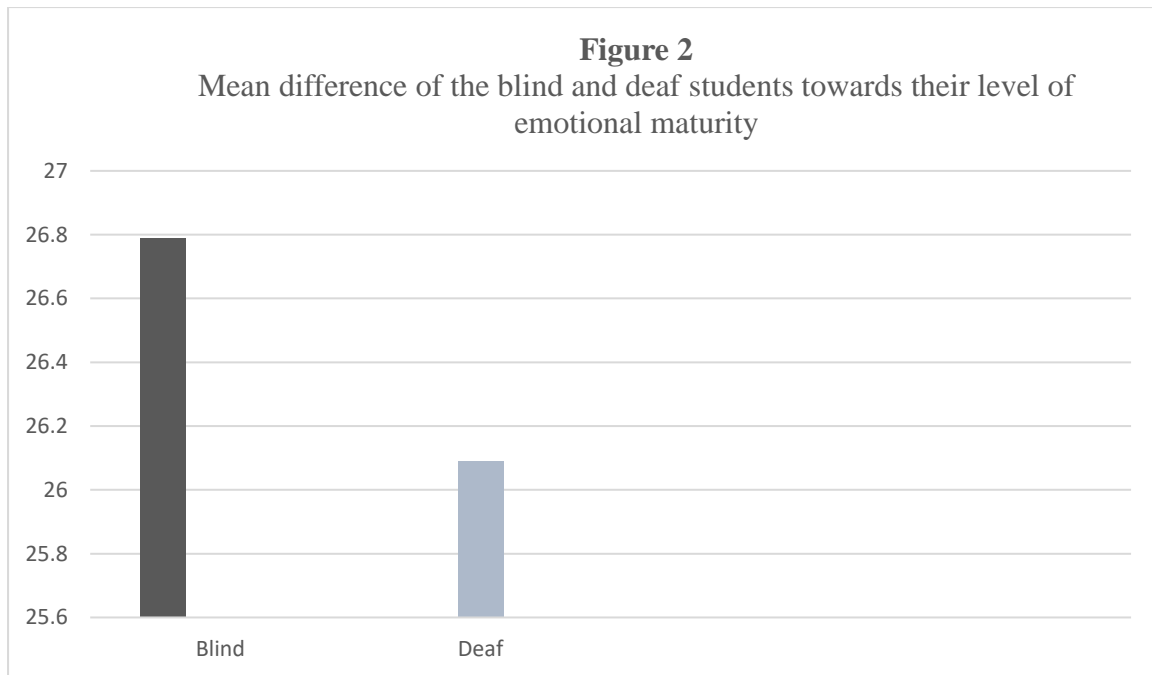
There is no significant difference between the blind and deaf students towards their level of emotional maturity.

**Table 2 Table showing the mean difference of the blind and deaf students towards their level of emotional maturity**

Type of disability	N	Mean	SD	t - value
Blind	48	26.79	5.8330	0.53
Deaf	42	26.09	5.3136	

The above table shows that the calculated p value 0.53 is less than the table t value, and it reveals that there is no significant difference in the level of emotional maturity between male and female students Hence the stated hypothesis “There is no significant

difference between the blind and deaf students towards their level of emotional maturity” is accepted.



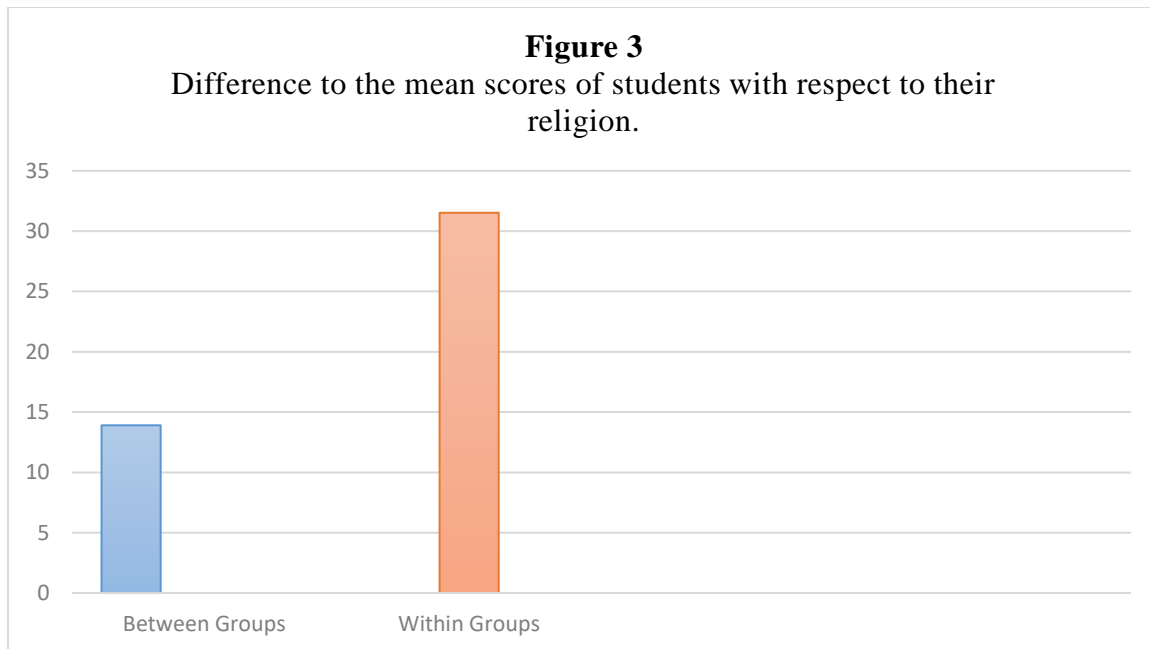
**HYPOTHESIS 3.**

There is no significant difference in the level of emotional maturity of normal physically challenged students with respect to their religion.

**Table 3 Table showing the ANOVA for testing the significant difference to the mean scores of students with respect to their religion.**

	Sum of squares	df	Mean square	F-value	p-value
Between groups	27.812	2	13.906	0.441	0.65
Within groups	2742.588	87	31.524		
Total	2770.400	89			

The above table shows that the calculated p value 0.65 is greater than 0.0441 and it is not significant at 0.05 level. Hence the stated hypothesis “There is no significant difference among the students with respect to their religion” is accepted.



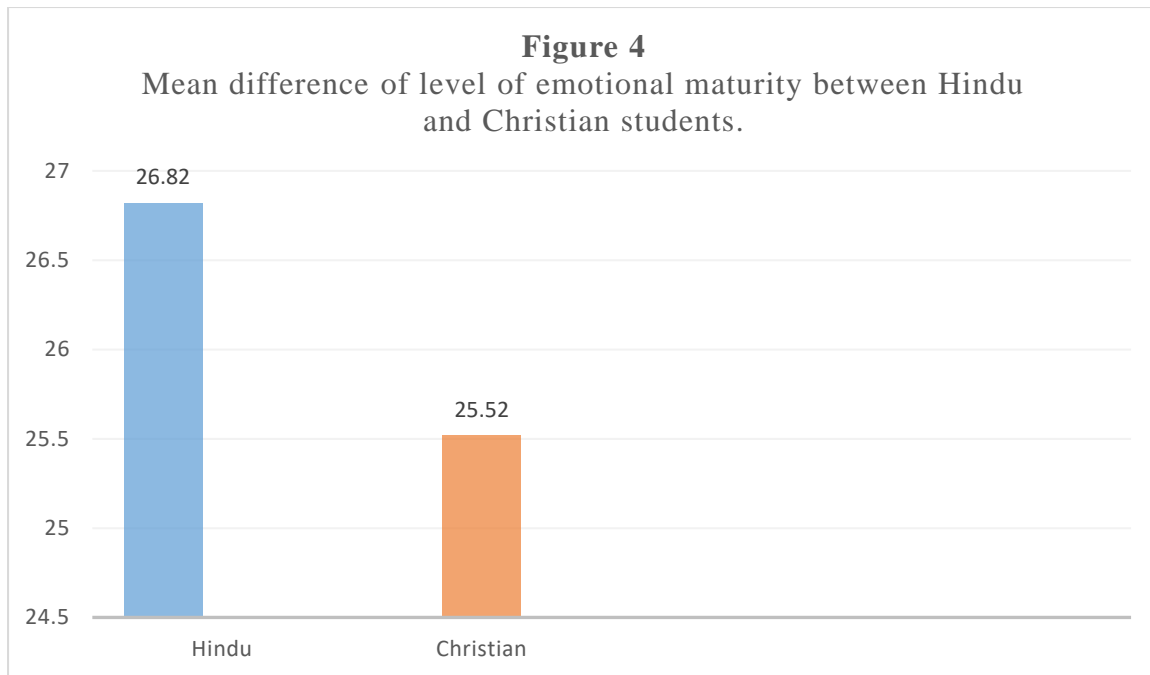
**HYPOTHESIS 4.**

There is no significant difference in the level of emotional maturity between Hindu and Christian students.

**Table 4 Table showing the mean difference of level of emotional maturity between Hindu and Christian students.**

Religion	N	Mean	SD	t - value
Hindu	51	26.82	5.8058	0.90
Christian	23	25.52	5.5339	

The above table shows that the calculated p value 0.90 is lesser than table value at .05 level of significance. It reveals that there is significant difference in the level of emotional maturity between Hindu and Christian students. Hence the stated hypothesis “There is no significant difference in the level of emotional maturity between Hindu and Christian students” is accepted.



## 9.0 MAJOR FINDINGS

1. Male and female students do not differ in their level of emotional maturity.
2. Blind and deaf students do not differ in their level of emotional maturity.
3. Physically challenged students belongs to different religion do not differ in their level of emotional maturity.
4. Christian and Hindu students do not differ in their level of emotional maturity.

## 10.0 CONCLUSION

To conclude, emotional maturity is the psychological concept. During the adolescence period Growth and development of the students will be systematically enhanced. Basically the normal physically challenged students may get disappointed, frustrated and feel inferiority complex in comparing themselves with normal students. In order to eliminate these from their mind there must be a separate syllabus on emotional maturity. The syllabus must be focused to enhance level of maturity and inculcate the values by providing proper training.

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