





A Comparative Study of Emotional Maturity among Bengali and English Medium Higher Secondary Students

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DOI: <https://doi.org/10.70333/ijeeks-04-01-015>

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Article Info: - Received : 28 January 2025

Accepted : 25 March 2025

Published : 30 March 2025



Every adolescent's academic life is significantly impacted by emotional maturity. Higher Secondary students generally fall into the stage of adolescence. It is a stage of storm and stress, so it is essential to be emotionally mature to deal with adverse situations appropriately. The current study investigates emotional maturity of both Bengali and English medium Higher Secondary students of Uttar Dinajpur district of West Bengal. One hundred Higher secondary students from Bengali-medium schools and the remaining one hundred from English-medium schools made up the study's sample. The current study discovered a substantial variation in emotional maturity among Bengali medium and English medium Higher secondary students.

Keywords: *Emotional Maturity, Higher Secondary Students, Bengali Medium, English Medium.*



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1. INTRODUCTION

Education holds an essential role for both individuals and society, offering knowledge that instills values, norms, and social skills necessary for personal development and integration into the social system. The Kothari Commission (1964-66) stressed the importance of a nationwide uniform educational structure, known as 10+2+3. This structure comprises three segments: Primary, Secondary, and Higher Education. Primary Education encompasses Class I to Class VIII. The Secondary Stage includes Class IX to XII. Higher

education involves a three-year or more course for the first degree, followed by varying durations for a second degree. In India, Senior Secondary or Higher Secondary education lasts for 2 years, beginning after the completion of secondary education, covering classes XI and XII. At this level, students are generally 16 to 18 years old, entering the Late Adolescence stage. Adolescence is a transitional period marked by significant physical and psychological changes, fostering the development of abstract and critical thought. Additionally, during this stage, individuals gain

self-awareness as they navigate social expectations, demanding emotional maturity.

2. EMOTIONAL MATURITY

It is often expressed that humans are tiny manifestations of intelligence navigating the vast sea of emotions. Emotions, defined as affective experiences intertwined with stirred mental and psychological states, manifest in the observable behaviour of individuals. These emotional states are closely tied to urges, needs, and interests. Satisfaction of these emotional aspects contributes to an individual leading a content and emotionally stable life. Emotional maturity involves an individual's capacity to comprehend and regulate their emotions, dealing with situations without unnecessary escalation. Emotional maturity doesn't grow with the growing age of an individual. Instead, proper education plays a pivotal role in shaping an individual's emotional maturity. This becomes especially crucial during adolescence when individuals undergo significant emotional turbulence due to abrupt physical changes. [Cole \(1944\)](#), defined emotional maturity as the capacity to bear strain and deal with their surrounding environment. Research by [Shafeeq and Thaqib \(2015\)](#) indicates that many secondary school students exhibit instability regarding emotional maturity. [Biswas \(2018\)](#), in a study on higher secondary school students, found no significant difference in emotional maturity concerning gender and location. [Joy and Aji \(2019\)](#) concluded that there exists a noteworthy relationship between emotional maturity and happiness among emerging adults. [Sharma \(2021\)](#) found that senior secondary students studying in government schools had higher emotional maturity than those studying in private schools.

[Sharma \(2021\)](#) discovered that senior secondary students in government schools tend to possess higher emotional maturity compared to those in private schools.

3. STATEMENT OF THE PROBLEM

"A Comparative Study of Emotional Maturity of Bengali medium and English Medium Higher Secondary students".

4. OBJECTIVES

- To study the levels of Emotional maturity of Higher Secondary students.
- To study the differences in Emotional maturity between Bengali medium and English medium Higher Secondary students.
- To study the differences in Emotional maturity between Bengali medium and English medium Male Higher Secondary students.
- To study the differences in Emotional maturity between Bengali medium and English medium Female Higher Secondary students.

5. HYPOTHESES

- H01: There will be no significant differences in Emotional maturity between Bengali medium and English medium Higher Secondary students.
- H02: There will be no significant differences in Emotional maturity between Bengali medium and English medium Male Higher Secondary students.
- H03: There will be no significant differences in Emotional maturity between Bengali medium and English medium Female Higher Secondary students.

6. POPULATION

The population of the current study comprises of Bengali and English medium Higher Secondary students of Uttar Dinajpur district of West Bengal.

7. SAMPLE

For this research, a total of 200 participants were randomly chosen, with 100 representing Bengali medium students and the remaining 100 representing English medium students.

8. TOOL OF THE STUDY

In this study, the researcher employed the 'Emotional Maturity Scale' (2017) of Sabapathy, T. to measure the emotional maturity of Higher Secondary Students. This scale, comprising 44 items categorized into six components—namely, (a) Self Knowledge, (b) Self Confidence, (c)

Acceptance of Reality, (d) Self-control, (e) Social Adjustment, and (f) Consistency

9. STATISTICAL METHODS EMPLOYED IN THE STUDY

To analyze the quantitative data of the study, the researcher has used Mean, Standard Deviation, and t-test.

10. DATA ANALYSIS

- **Objective 1 :** To study the levels of Emotional maturity of Higher Secondary students.

To know the levels of emotional maturity of the sample, the obtained scores on the measure of emotional maturity were classified into three categories i.e. Low, Average, and High following the $M \pm 1$ SD method.

Table-1: illustrates the percentage-wise distribution of the sample based on their emotional maturity levels

| Variable | N | Level | Frequency | Percentage |
|--------------------|-----|---------|-----------|------------|
| Emotional Maturity | 200 | Low | 33 | 16.5 % |
| | | Average | 149 | 74.5 % |
| | | High | 18 | 9 % |

Table 1.1 depicts that 9% of Bengali and English medium higher secondary students demonstrated High emotional maturity and about three-fourths i.e. 74.5% were found to have an Average level of emotional maturity. However, 16.5% of students possessed low emotional maturity.

- **Objective 2:** To study the differences in Emotional maturity between Bengali medium and English medium Higher Secondary students.

H01: There will be no significant differences in Emotional maturity between Bengali medium and English medium Higher Secondary students.

Table-2 : Comparison of mean scores of Emotional Maturity between Bengali medium and English medium Higher Secondary Students

| Variable | Sample | Medium of School | N | Mean | SD | df | t-value | Remarks |
|--------------------|--------------|------------------|-----|--------|--------|-----|---------|----------------------------|
| Emotional Maturity | Total sample | Bengali | 100 | 119.97 | 13.372 | 198 | 9.457* | *Significant at 0.01 level |
| | | English | 100 | 134.26 | 7.036 | | | |

Table 1.2 presents the outcomes of the 't-test' examining the significance of mean differences in emotional maturity between Bengali medium and English medium students. The calculated 't' value is 9.457, indicating significance at the 0.01 confidence level. Consequently, the null hypothesis H01 is rejected. This suggests that English medium students exhibit higher levels of emotional maturity compared to Bengali medium students.

- **Objective 3:** To study the differences in Emotional maturity between Bengali medium and English medium Male Higher Secondary students.

H02: There will be no significant differences in Emotional maturity between Bengali medium and English medium Male Higher Secondary students.

Table-3: Comparison of mean scores of Emotional Maturity between Bengali medium and English medium Male Higher Secondary Students

| Variable | Sample | Medium of School | N | Mean | SD | df | t-value | Remarks |
|--------------------|-------------|------------------|----|--------|--------|----|---------|----------------------------|
| Emotional Maturity | Male sample | Bengali | 50 | 123.38 | 11.021 | 98 | 5.745 | *Significant at 0.01 level |
| | | English | 50 | 134.18 | 134.18 | | | |

Table 1.3 presents the outcomes of the 't-test' examining the significance of mean differences in emotional maturity between Bengali medium and English medium male students. The calculated 't' value is 5.745, indicating significance at the 0.01 confidence level. Consequently, the null hypothesis H02 is rejected. This suggests that English medium male students exhibit higher levels of emotional maturity compared to Bengali medium male students.

➤ **Objective 4:** To study the differences in Emotional maturity between Bengali medium and English medium Female Higher Secondary students.

H03: There will be no significant differences in Emotional maturity between Bengali medium and English medium Female Higher Secondary students.

Table-4 : Comparison of mean scores of Emotional Maturity between Bengali medium and English medium Female Higher Secondary students

| Variable | Sample | Medium of School | N | Mean | SD | df | t-value | Remarks |
|--------------------|---------------|------------------|----|--------|--------|----|---------|----------------------------|
| Emotional Maturity | Female sample | Bengali | 50 | 116.56 | 14.700 | 98 | 7.784 | *Significant at 0.01 level |
| | | English | 50 | 134.34 | 6.693 | | | |

Table 1.4 presents the outcomes of the 't-test' examining the significance of mean differences in emotional maturity between Bengali medium and English medium Female students. The calculated 't' value is 7.784, indicating significance at the 0.01 confidence level. Consequently, the null hypothesis H03 is rejected. This suggest that English medium female students were significantly better in emotional maturity than Bengali medium female students.

11. KEY FINDINGS OF THE STUDY

➤ A majority of higher secondary students, approximately 75%, fall into the category of an average level of emotional maturity. In contrast, around 16% and 9% of students exhibit low and high levels of emotional maturity, respectively. These results highlight a noteworthy percentage of students with low emotional maturity, especially during adolescence. Identifying and intervening with these students is

crucial to foster emotionally mature behaviour.

- The emotional maturity of Higher Secondary students differs significantly between Bengali and English mediums. The study reveals that English medium students exhibit higher levels of emotional maturity compared to Bengali medium students.
- Significant differences exist in the emotional maturity levels of male Higher Secondary students between Bengali and English mediums. The findings indicate that male students in English medium schools demonstrate higher emotional maturity compared to their counterparts in Bengali medium schools.
- There is a notable difference in the emotional maturity of female Higher Secondary students between Bengali and English mediums. Female students in English medium schools display higher

emotional maturity compared to their counterparts in Bengali medium schools.

12. EDUCATIONAL IMPLICATIONS

- In light of the present study to reduce emotional immaturity among Bengali medium senior secondary students concerted efforts are needed to enhance their emotional maturity. Guidance and Counselling services must be an essential component of all schools.
- Efforts should be made to provide a better school environment that is sensitive to the educational and other personal and social needs of the students. The school environment includes better infrastructure with appropriate curricular and co-curricular activities as well as encouraging and motivating teacher behavior.
- Parents should behave with their children in a friendly manner. They should provide a congenial atmosphere in the home and should show interest and inclination towards the needs and requirements of their children.
- Teachers should also have a friendly relationship with students to check the emotional problems of students. They should avoid scolding any students before other students as it makes them feel inferior.
- Teachers should give positive reinforcement to the students and motivate them to set achievable goals. They should regularly track the progress of students to provide them with appropriate feedback.
- Workshops and seminars may be arranged for parents and teachers to provide them with technical support in dealing with students in a better manner.

13. CONCLUSION

This study aimed to examine and compare the emotional maturity levels among Bengali medium and English medium Higher Secondary students. Upon analyzing the gathered data, it became evident that Bengali medium and English medium students exhibit differing levels of emotional maturity. The findings indicate a significant disparity in emotional maturity between the Bengali medium and English medium students. Consequently, teachers and parents must

prioritize the emotional well-being of children and ensure that undue pressure is not exerted upon them.

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Cite this article as: Md Shahid Anwar and Anam Khalique., (2025). A Comparative Study of Emotional Maturity among Bengali and English Medium Higher Secondary Students. *International Journal of Emerging Knowledge Studies*. 4(3), pp. 440- 444.
<https://doi.org/10.70333/ijeks-04-01-015>