

A STUDY OF EMOTIONAL MATURITY OF ADOLESCENTS IN RELATION TO CERTAIN SITUATIONAL VARIABLES

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ABSTRACT

In the present study an attempt is made to compare the emotional maturity of adolescents with respect to gender, area, type of school, scheduled caste and non – scheduled caste adolescents. Data was collected from various government and private senior secondary schools situated in urban and rural areas of seven districts of Punjab consisting of 939 male and female adolescents responding to an information blank prepared by the investigator herself and emotional maturity scale by Singh and Bhargava (1993). Results revealed insignificant difference between emotional maturity of male and female but significant difference was found in emotional maturity of adolescents with respect to rural/ urban background, government/ private school and scheduled/ non – scheduled caste adolescents.

Keywords : Emotional Maturity, Situational Variables and Adolescents

Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of adolescent/s development. The concept 'mature' emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. An emotionally mature person has full control over expression of his feelings. The emotionally mature person however, behaves according to the accepted social values and ideals. He remains indifferent towards emotional incitements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitions etc. go on developing. A mature person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He will not act in an irresponsible manner under emotional stream and

waste his energy and time over imaginary problems, but it is undoubtedly with his success to cultivate finer qualities of self control, politeness, sympathy, cooperation, tolerance and emotional stability. A comprehensive study on Emotional maturity of senior secondary students in relation to intelligence and family climate by Kaur (2003) reported following results: 1) Students studying in government and private schools differed significantly in different components of emotional maturity; II) No differences were found in the emotional maturity of males and females. Valluri (2003) in her study on Effect of Parent-child Relationship on Emotional Maturity of Senior Secondary Students reported following findings: i) Gender differences do exist in emotional maturity of students; ii) There is significant effect of 'protecting and loving' behaviour of both father and mother on emotional maturity of the adolescents. Kaur (2004) in her study found insignificant correlation between emotional maturity and self-confidence of adolescents. No differences were found in the emotional maturity of boys and girls. However, study reported significant differences in the emotional maturity of adolescents of rural and urban areas. Verma (2004) in his study

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on a sample of 250 students of X class of Kathua District (J & K) found insignificant difference in the emotional maturity of government and private school students. Carruthers (2010) In his study emotional maturity of high school students found that students studying in government and private school differ significantly in different components of emotional maturity but no difference was found in the emotional maturity of male and females. Wani and Masih (2015) conducted a study on Emotional maturity across Gender and level of education and reported that male students are emotionally immature than females on personality disintegration dimension of emotional maturity. Significant difference was also found between post graduates and research scholars on personality disintegration dimension of emotional maturity. Keeping in view all these studies, investigator got interested to explore further difference in emotional maturity of adolescents due to certain situational variables namely sex, area, type of school and caste.

Objective of the study

To find the difference in emotional maturity of male/female, government school/ private school, rural/ urban and scheduled/ non – scheduled caste adolescents.

METHOD

Sample

The sample of the present study consisted of 939 male and female, government and private senior secondary schools situated in urban and rural areas of Punjab. Out of all the districts of Punjab seven districts were taken randomly for the present study. Sample was selected randomly and care was taken to select representative sample of male/female, government/private schools, Science/Arts and urban/rural adolescents from each district.

Measures

Emotional Maturity scale by Singh and Bhargava (1993)

Self prepared information blank

Procedure

The investigator personally visited all the selected schools and approval was first sought from heads of the schools to collect the data. Students were selected randomly and questionnaires were got filled by the students. Once the completed data sheets were collected, these were scored according to the manual provided. Later a master chart was prepared and got feed into the computer for further statistical analysis.

Results and Discussions

Results are interpreted in the light of statistical techniques and shown in table no. 1, 2, 3, and 4.

Table – 1: Table showing values of Mean, SD and t-ratio to locate difference in the emotional maturity due to sex differences (N=939)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Sex -	Male	472	96.47	24.34	937	-0.63
Difference	Female	467	97.46	22.98		

Table-2: Table showing values of Mean, SD and t-ratio to locate difference in the emotional maturity due to area-wise differences (N=939)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Area wise	Urban	606	93.99	22.79	937	-5.30
Difference	Rural	333	102.44	24.27		

Table-3: Table showing values of Mean, SD and t-ratio to locate difference in the emotional maturity due to difference in type of institution (N=939)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Type of	Govt. School	406	102.15	24.49	937	-5.96
Institution	Private School	533	93.01	22.24		

Table – 4: Table showing values of Mean, SD and t-ratio to locate difference in the emotional maturity due to caste difference (N=939)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Caste	S.C	188	99.54	22.92	937	-1.67
Differences	Non S.C	751	96.32	23.82		

- Results of present study showed that there was insignificant difference in the emotional maturity of boys and girls as t-ratio was found to be insignificant ($t = -.63$ vide table.1). It explained that boys and girls were not different much in their emotional maturity although after comparing their mean scores it was found that boys score little low (and hence more emotional maturity) as compared to girls. High emotional maturity in boys may be because boys are more extroverted, expressive, have progressive outlook, tough and have more toleration as compared to girls who by nature are shy, introverted, sensitive and less expressive. Results of present study were contrary to the results of Singh and Broota (1992), Lafrance et.al (1992), Ciarrochi et.al. (2000) and Kaur (2001) who reported females are superior than males in perceiving integrating, understanding and managing emotions. However Sharma (2000), Kaur, M. (2003) and Kaur, H. (2004) found no differences in the emotional maturity of male and female adolescents. Thus hypothesis No.1 that there exists significant difference in the emotional maturity of male and female adolescents was not retained in the present study.
- Results of table.2 revealed that there was significant difference in the emotional maturity of adolescents due to urban-rural differences as t-ratio was found to be significant at .01 level. ($t = -5.30$). It was evident from their mean scores that urban adolescents were having more emotional maturity as compared to rural adolescents. The reasons may be the adolescents living in urban areas are better able to face challenges of life, can face tough competition and are quite adaptable in comparison to their rural counterparts who are very simple and get upset by the challenging problems of life. The findings of present study were in line with findings of Kaur, H. (2004) who reported significant differences in the emotional maturity of adolescents of rural and urban areas. Thus hypothesis No.2 that there exists significant difference in the emotional maturity of rural and urban adolescents was retained in the present study.
- Table.3 depicted that there was significant difference in the emotional maturity of adolescents studying in Govt. and those who study in private recognized schools, as obtained value of t-ratio was significant at .01 level of significance ($t = -5.96$). After comparing their mean scores of emotional maturity, it was found that adolescents of private recognized schools were emotionally more mature (mean =93.01) as compared to their counterparts in the govt. schools (mean = 102.15).As per the manual of emotional maturity scale, the adolescents who score less on emotional maturity scale tends to be more emotionally mature whereas an adolescent who scores high on emotional maturity scale tends to be emotionally immature. Adolescents of private recognized schools generally come from affluent families, get more individual attention more teaching learning facilities, better attention by their parents as compared to adolescents of govt. schools. Above findings are in agreement with the findings of Rao (1978) who reported children of private schools scored more on social maturity than children from government/ corporate schools. Kaur, M. (2003) also reported significant differences in emotional maturity of adolescents of government and private schools. Therefore hypothesis No.3 that there exists significant differences in the emotional maturity of adolescents studying in Government and Private recognized Schools was retained in the present inquiry.
- Table.4 depicted insignificant difference in the

emotional maturity of adolescents of Scheduled Caste and Non-scheduled Caste category as t-ratio was found to be insignificant ($t=-1.67$). It means scheduled caste and non-scheduled caste adolescents were not much different in their emotional maturity. Mean scores of both categories show adolescents of non-scheduled caste category scored little low (and hence more emotionally mature) as compared to adolescents of scheduled caste category. Level of emotional maturity of non-scheduled caste category adolescents may be more as compared to scheduled caste category adolescents due to the reason of difference in their home environment. In the case of non-scheduled caste category adolescents parents are more caring, helpful and give better emotional training to their children. Where as family environment of scheduled caste category children is not very conducive, parents neither give any emotional training to their children nor do they have any control over their own emotions. This may be the reason of difference in the emotional maturity of both the categories of adolescents. Therefore, hypothesis No.4 that there exists significant difference in the emotional maturity of scheduled caste and non-scheduled caste adolescents was not accepted in the present investigation.

Findings of the Research

1. There is insignificant difference in the emotional maturity of boys and girls. However, on comparing their mean scores it is observed that boys score little low (hence more emotionally mature) as compared to girls.
2. There is significant difference in the emotional maturity of adolescents due to area wise differences. After comparing their mean scores it is found that urban adolescents are emotionally more mature than rural adolescents.
3. There is significant difference in the emotional maturity of adolescents studying in Govt. and Private schools. After comparing their mean scores it is found that adolescents of private schools are

emotionally mature than adolescents of Govt. school.

4. There is no significant difference in the emotional maturity of adolescents due to caste differences. However after comparing their mean scores it is observed that non – scheduled caste adolescents have high level of emotional maturity than adolescents of scheduled caste.

Educational Implications

1. Emotions play a significant role in directing and shaping our behaviors and personality. Serious efforts should be made for the development of emotions from early childhood.
2. Co - curricular activities related to affective and psychomotor domain should be incorporated in the curriculum to develop emotions among boys and girls adolescents.
3. Parents, teachers and administrators should have knowledge of the emotional development of their children and students and help them building a balanced personality.
4. Teachers should be careful in labeling students' failure since it may have bad impact on the performance of the students. Students should be taught failure tolerance and to overcome failure in school situation. Teachers and parents should avoid threat that may cause disequilibrium in children.
5. Parents should provide congenial environment to their children as it has definite impact on the emotional maturity of adolescents. Healthy family environment provides emotional stability, social adjustment, personality integration and increased level of emotional maturity of individual.

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