



EMOTIONAL MATURITY DURING ADOLESCENCE IS ASSOCIATED WITH CHANGES IN SPECIFIC CIRCUMSTANCES

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ABSTRACT

This study attempts to compare the emotional maturity of adolescents by gender, region, school type, SC and Non SC. Data were collected from various public and private high schools located in urban and rural areas of Rewari of Haryana, where 500 males and females were trained by the researcher. Data were blank and corresponded to the maturity scale developed by Singh and Bhargava (1993). , the results showed that the differences in emotional maturity of males and females were not significant, but there were significant differences in adolescent emotional maturity by rural/urban background, public/private school and scheduled/non-scheduled castes.

Key words: Emotional maturity, adaptation and change in adolescence.

Introduction-

Emotional maturity is not only a functional determinant of personality type, but also helps regulate an adolescent's development. Concepts of "adult" mental behavior at any stage reflect the results of normal mental development. It is a condition that is very important in human life. One of the main goals of any good educational program is to help students achieve emotional maturity. An emotionally mature person has complete control over the expression of their emotions. But a mentally mature person behaves according to the values and ideals accepted in the society. They are indifferent to emotional stimulation. There is no change in emotional expression. Teenagers get restless very quickly. Young people laugh or get angry easily over small things, but a mentally mature person is free from this defect. As a person grows up, his emotional stability and depth of social adjustment, career and professional abilities, life ambitions etc. It is expected that a growing adult will understand the situation without external help and understand his duties and responsibilities automatically. He does not act irresponsibly under the influence of emotions and does not waste his energy and time on distant problems, but undoubtedly develops in himself the good qualities of temperance, humility, sympathy, cooperation, patience and mental stability. . Kaur (2003) revealed the following data on the emotional maturity of high school students in relation to intelligence and home environment: 1) Public and private school students differ significantly in various aspects of emotional maturity. 2) No difference was found in the emotional maturity of males and females. Gaur (2023) in a study of the effect of parent-child relationship on the emotional maturity of high school students reported the following findings: i) there are gender differences in the emotional maturity of students; ii) Father's and mother's "protective-love" behavior has a significant impact on the adolescent's emotional maturity. Verma (2014) in her study found a significant relationship between emotional maturity and self-confidence among teenagers. No difference was found in the emotional maturity of boys and girls. However, studies have revealed significant differences in emotional maturity between rural and urban adolescents. A study conducted by Yadav Shalini (2015) on a sample of 250 10th grade students in Rewari district (Haryana) found little difference in mental maturity between public and private school students. A study of emotional maturity of high school students by Sharma & Sharma (2010) found that



there were significant differences between public and private school students in various aspects of emotional maturity, but no differences were found between male and female emotional maturity. Singh R. K. (2015) studied emotional maturity by gender and education level and reported that male students were emotionally immature compared to female students on the Personality Disorders Emotional Maturity Scale. A significant difference was found between the undergraduate students and the researcher in measuring the emotional maturity of personality. Considering all these studies, the researcher was interested in discovering more differences between them

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 500 male and female, government and private senior secondary schools situated in urban and rural areas of Rewari. Out of all the districts of Haryana Rewari district was 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=500)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Sex -	Male	250	86.46	23.33	935	-0.62
Difference	Female	250	87.45	21.97		

Table-2: Table showing values of Mean, SD and t-ratio to locate difference in the emotional maturity due to area-wise differences (N=500)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Area wise	Urban	250	94.89	21.77	935	-5.18
Difference	Rural	250	101.34	23.25		

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=500)

Independent Variable	Group	N	Mean	SD	Df	t-ratio
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Type of Institution	Govt. School	250	101.20	23.45	935	-5.84
	Private School	250	94.15	19.21		

Table – 4: Table showing values of Mean, SD and t-ratio to locate difference in the emotional maturity due to caste difference (N=500)

Independent Variable	Group	N	Mean	SD	df	t-ratio
Caste	S.C	250	98.45	21.82	935	-1.54
Differences	Non S.C	250	94.23	23.45		

1. 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 ($t = -.62$ 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. 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.
2. 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. ($t = -5.18$). 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. Thus hypothesis No.2 that there exists significant difference in the emotional maturity of rural and urban adolescents was retained in the present study.
3. 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 ($t = -5.84$). 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. 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.
4. 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 ($t = -1.54$). 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. Whereas 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 and parents should avoid threat that may cause disequilibrium in children.

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