



EMOTIONAL MATURITY AMONG ADOLESCENTS

Dr.Nibedita Priyadarshani

Assistant Professor (Education)
Govt. Girl's Degree College, Khanpur,
Haridwar, Uttarakhand

Abstract:- The purpose of the study was to investigate the level of emotional maturity of adolescents and compare adolescents in terms of sex and locality on emotional maturity. The researcher employed descriptive survey method which was included quantitative method of data collection approach. Total sample of 100 subjects were contacted personally from the rural and urban schools of Haridwar district. The sample was equally classified into rural and urban and further into boys and girls using stratified random sampling technique. Emotional Maturity scale prepared by Dr. Yashvir.Singh &Dr Mahesh .Bhargava (2012) was used for data collection. Mean, SD, ANOVA and correlation were applied for the purpose. The major findings of the study were (1) boys and girls differ significantly in emotional progression, a dimension of emotional maturity; (2) there exists significant difference between rural and urban adolescents in independence, a dimension of emotional maturity.

(Key words: adolescent, emotion and maturity)

I. INTRODUCTION

Main aim of education is to bring all round development in the child. All round development of a child is affected by the emotional maturity besides other factors.. Emotional maturity helps the child to learn some traits like self awareness, honesty, patience, truth, flexibility, self control and accountability, etc. Emotional maturity helps the individual to have positive and realistic view of their life which is essential in this era of modernization, globalization and liberalization. Many children are facing many difficulties. These difficulties result many psychosomatic problems like anxiety, tension, frustration and emotional upsets in day to day life. To face these challenging life situation one should have emotional maturity. What is emotional maturity? Emotional maturity means “the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid”[2][9]

There is significant difference between male and female higher secondary students with respect to level of emotional maturity. There is no significant difference between rural and urban higher secondary students[4][6]. There is significant relationship between emotional maturity and family relationship of adolescents. The parents should understand what kind of relationship is needed and at which stage. Parents must learn each child is special and has distinct and unique asset, liabilities and purposes. If parents fail to provide a close warm, emotional support then the child becomes anxious, hostile, defective and confused. So it is essential to know the level of emotional maturity among adolescents. [7][10]. There was a significant difference between classroom behavior and emotional maturity of normal and learning disabled children [1][11].

Adolescence is the vital stage of human life. It is the transition period between child hood to being independent adult. It is very essential to know the level of emotional maturity of the adolescents.

II. OBJECTIVES

Following objectives were framed for this study.

1. To know the level of emotional maturity of adolescents
2. To compare boys and girls on emotional maturity.
3. To compare rural and urban adolescents on emotional maturity.

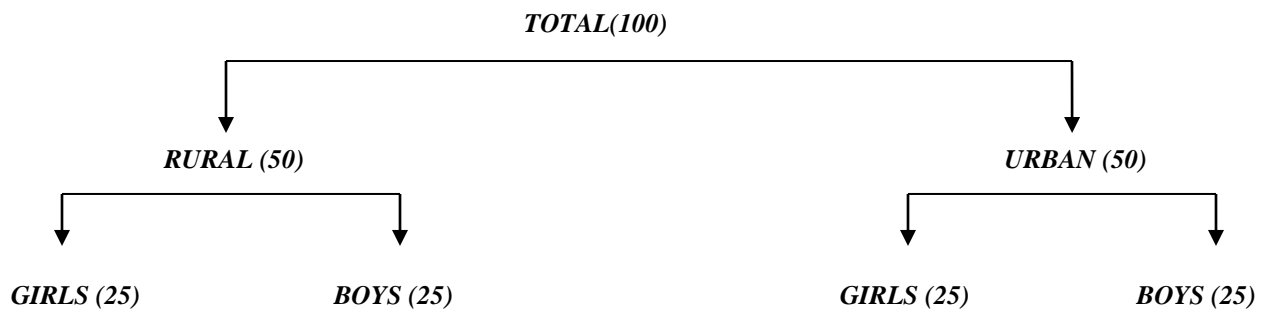
III. HYPOTHESIS

Considering the main objectives of the study following hypothesis were framed.

1. Rural and urban adolescents will differ significantly on emotional maturity.
2. Boys and girls will differ significantly on emotional maturity and its dimensions

IV. RESEARCH DESIGN

2×2 Factorial design was used where two levels of group (rural and urban) and two sexes (Boys and Girls) were matched together to yield four conditions.[3]



V. SAMPLE

Total sample of 100 subjects were contacted personally from the rural and urban schools of Haridwar district. The sample is equally classified into rural and urban and further into boys and girls using stratified random sampling technique. All the subjects were matched on educational level and age level. All subjects are of eleventh class. Details are presented in below table.

Locality wise and sex wise distribution of sample

Locality	Name of school	No. of Boys	No. of Girls	Total students
Rural	Bhagwan Sankar Inter College, Khanpur	25	25	50
Urban	Holly Cross Senior Secondary School, Laksar	25	25	50

VI. TOOLS TO BE USED

The following fairly developed and standardized tool was used for data collection

- Emotional Maturity scale prepared by Dr. Yashvir.Singh &Dr Mahesh .Bhargava(2012) for measuring emotional maturity.

VII. DESCRIPTION OF THE TOOLS USED

A. Emotional Maturity Scale

This scale prepared a list of five broad factors of emotional maturity that is (a) Emotional stability,(b)Emotional progression, (c) Social adjustment, (d) Personality integration, (e)Independence. Emotional maturity Scale has a total of 48 items under the five categories given below: [5]

Categories of Emotional maturity scale

Sr. No.	Areas	Total no. of items
A	Emotional stability	10
B	Emotional progression	10
C	Social adjustment	10
D	Personality integration	10
E	Independence	8
	Total	48

B. Reliability & validity

The reliability of the scale was 0.75 by test-retest method. By internal consistency, the reliability of emotional stability was 0.75; emotional progression was 0.63; social adjustment was 0.58; personality integration was 0.86 and independence was 0.42. Validity of this scale was 0.64.

VIII. COLLECTION OF DATA

The investigator visited the schools personally and administered the tools to the students with a request to give their responses against all the items of the tools separately. They were not only explained the purpose and significance of collecting required information from them but also made them clear that the information collected would be kept confidential and utilized for research purpose only. The students showed keen interest and involvement to go through each item sincerely and carefully. The investigator told the students to put tick mark (√) against any of the five choices: Very Much, Much, Undecided, Probably and Never in emotional maturity scale.

IX. SCORING PROCEDURE OF EMOTIONAL MATURITY SCALE

Emotional Maturity Scale is a self-reporting five point scale. Items of the scale are in question form demanding information for each in any of the five options mentioned below:

V..Much Much Undecided Probably Never
 (5) (4) (3) (2) (1)

The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never a score of 1 is to be answered. Therefore, total score on the scale is indicative of emotional maturity whereas the greater the total score on the scale is expressed in terms of emotional immaturity,

X. STATISTICAL TECHNIQUES USED

For the present study Mean, SD, ANOVA and correlation were applied for the purpose.

XI. RESULTS AND TABULATION

Table No.1: Means and SDs of total sample on emotional maturity and its dimensions.

Variables		Mean	SD
Dimensions Of Emotional Maturity	ES	22.26	8.32
	EP	23.16	8.39
	SA	20.63	7.33
	PI	19.32	6.85
	I	17.45	5.87

Table no.1 shows means and SDs of total sample on emotional maturity and its dimension.

Table .2 : Means and SDs of total boys and total girls on emotional maturity and its dimensions.

Variables		Boys		Girls	
		Mean	SD	Mean	SD
Dimensions Of Emotional Maturity	ES	23.06	7.97	21.44	8.58
	EP	25.02	8.64	21.30	7.79
	SA	21.42	8.79	19.84	5.57
	PI	20.60	7.92	18.04	5.37
	I	18.34	6.28	16.56	5.35
Total Emotional Maturity		108.44	34.42	97.18	26.14

Table no.2 shows means and SDs of total boys and total girls on all the variables and their dimension. It indicates that mean value of boys in emotional stability, a dimension of emotional maturity is higher in comparison to the mean value of girls. That means boys are slightly higher emotional stable than the girls. The mean value of boys in emotional progression, a dimension of emotional maturity is higher than the mean value of girls. That means boys are s higher emotional progression than the girls. The mean value of boys in social adjustment, a dimension of emotional maturity is slightly higher in comparison to the mean value of girls. That means boys have higher social adjustment than the girls. The mean value of boys in personality integration, a dimension of emotional maturity is higher in comparison to the mean value of girls. That means boys have higher personality integration than the girls. The mean value of boys in independence, a dimension of emotional maturity is higher than the mean value of girls. That means boys show more independence than the girls. The total mean values of boys are higher than their counterparts. That indicates boys more emotionally mature than the girls.

Table No.3: Means & SDs of total Rural & total Urban on emotional maturity and its Dimension.

Variables		RURAL		URBAN	
		Mean	SD	Mean	SD
Dimensions Of Emotional Maturity	ES	21.40	8.43	23.10	8.12
	EP	22.82	7.93	23.50	8.90
	SA	21.32	7.46	19.94	7.22
	PI	19.62	6.69	19.02	7.07
	I	18.68	5.95	16.22	5.58
Total Emotional Maturity		103.84	31.05	101.78	31.19

Table no.3 shows means and SDs of total rural and total urban on all the variables and their dimension. It indicates that mean value of urban adolescents is higher in comparison to the mean value of rural adolescents in emotional stability, a dimension of emotional maturity. That means urban adolescents are highly emotional stable than the rural adolescents. The mean value of urban adolescents in emotional progression, a dimension of emotional maturity is higher than the mean value of rural adolescents. That means urban adolescents have higher emotional progression than their counterparts. The mean value of rural adolescents in social adjustment, a dimension of emotional maturity is slightly higher in comparison to the mean value of urban adolescents. That means rural adolescents have higher social adjustment than the urban adolescents. The mean value of rural adolescents in personality integration, a dimension of emotional maturity is slightly higher in comparison to the mean value of urban adolescents. That means rural adolescents have higher personality integration than the urban adolescents. The mean value of rural adolescents in independence, a dimension of emotional maturity is higher than the mean value of urban adolescents. That means rural adolescents are more independence than the urban adolescents. The total mean values of rural adolescents are higher than the urban adolescents. That indicates rural adolescents are more emotionally mature than the urban adolescents.

Table No 4: Means &SDs of Urban boys & Urban Girls on emotional maturity and its dimensions.

Variables		URBAN BOYS		URBAN GIRLS	
		Mean	SD	Mean	SD
Dimensions Of Emotional Maturity	ES	24.16	8.19	22.04	8.07
	EP	24.12	9.87	22.88	7.96
	SA	20.60	8.87	19.28	5.18
	PI	21.24	8.57	16.80	4.27
	I	17.04	6.23	15.40	4.83
Total Emotional Maturity		107.16	36.36	96.40	24.33

Table no.4 shows means and SDs of total urban boys and total urban girls on all the variables and their dimension. It indicates that mean value of urban boys is higher in comparison to the mean value of urban girls in emotional stability, a dimension of emotional maturity. That means urban boys are highly emotionally stable than the urban girls. The mean value of urban boys in emotional progression, a dimension of emotional maturity is higher than the mean value of urban girls. That means urban boys have higher emotional progression than the urban girls. The mean value of urban boys in social adjustment, a dimension of emotional maturity is higher than the mean value of urban girls. That means urban boys have higher social adjustment than the urban girls. The mean value of urban boys in personality integration, a dimension of emotional maturity is slightly higher in comparison to the mean value of urban girls. That means urban boys have higher personality integration than the urban girls. The mean value of urban boys in independence, a dimension of emotional maturity is higher than the mean value of urban girls. That means urban boys are more independence than the urban girls. The total mean values on emotional maturity of urban boys are higher than the urban girls. That indicates urban boys are more emotionally mature than the urban girls.

Table No.5: Means & SDs of Rural Boys & Rural Girls on emotional maturity and its dimensions.

Variables		RURAL BOYS		RURAL GIRLS	
		Mean	SD	Mean	SD
Dimensions Of Emotional Maturity	ES	21.96	7.76	20.84	9.18
	EP	25.92	7.30	19.72	7.43
	SA	22,24	8.70	20.04	6,0
	PI	19.96	7.34	19.28	6.11
	I	19.64	6.17	17.72	5.69
Total Emotional Maturity		109.72	33.07	97.96	28.32

Table no.5 shows means and SDs of total rural boys and total rural girls on all the variables and their dimension. It indicates that mean value of rural boys is higher in comparison to the mean value of rural girls in emotional stability, a dimension of emotional maturity. That means rural boys are highly emotionally stable than the rural girls. The mean value of rural boys in emotional progression, a dimension of emotional maturity is higher than the mean value of rural girls. That means rural boys have higher emotional progression than the rural girls. The mean value of rural boys in social adjustment, a dimension of emotional maturity is higher than the mean value of rural girls. That means rural boys have higher social adjustment than the rural girls. The mean value of rural boys in personality integration, a dimension of emotional maturity is slightly higher in comparison to the mean value of rural girls. That means urban boys have slightly higher personality integration than the rural girls. The mean value of rural boys in independence, a dimension of emotional maturity is higher than the mean value of rural girls. That means rural boys are more independence than the rural girls. The total mean values on emotional maturity of rural boys are higher than the rural girls. That indicates rural boys are more emotionally mature than the rural girls.

Table No. 6: Analysis of variance of Emotional Stability (ES) a dimension of Emotional Maturity (N=100)

Sources of Variation	SS	df	MS	F-ratio	Sig.
Locality	75.17	1	75.17	1.08	n.s
Sex	69.84	1	69.84	1.00	n.s
Locality× Sex	7.92	1	7.92	0.11	n.s
Error	6632.24	96	69.81	-	-

Table no.6 shows analysis of variance of emotional stability, a dimension of emotional maturity. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05level of significance. It means that there exists no significant difference between rural and urban adolescents in emotional stability. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05level of significance. It means adolescent boys and girls do not differ significantly in emotional stability. The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05 level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural.

Table No.7: Analysis of variance of Emotional Progression (EP) a dimension of Emotional Maturity.

Sources of Variation	SS	df	MS	F-ratio	Sig.
Locality	11.56	1	11.56	0.17	n.s
Sex	345.96	1	345.96	5.14	p<0.01
Locality Sex	153.76	1	153.76	2.28	n.s
Error	6466.16	96	67.35	-	

Table no.7 shows analysis of variance of emotional progression, a dimension of emotional maturity. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05level of significance. It means that there exists no significant difference between rural and urban adolescents in emotional progression. F ratio for the main effect of sex at 1/96df is greater than the table value at 0.05level of significance. It means boys and girls differ significantly in emotional progression .The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural in emotional progression.

Table No.8: Analysis of variance of Social Adjustment (SA) a dimension of Emotional Maturity

Sources of Variation	SS	df	MS	F-ratio	Sig
Locality	47.61	1	47.61	0.88	n.s
Sex	62.41	1	62.41	1.15	n.s
Locality× Sex	1.69	1	1.69	0.03	n.s
Error	5213.60	96	54.31	-	

Table no.8 shows analysis of variance of social adjustment, a dimension of emotional maturity. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05 level of significance. It means that there exists no significant difference between rural and urban adolescents in social adjustment. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05level of significance. It means boys and girls do not differ significantly in social adjustment. The calculated F value of two factor interaction locality and sex is less than the table value at 0.05 level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural in social adjustment.

Table No.9: Analysis of variance of Personality Integration (PI) a dimension of Emotional Maturity

Sources of Variation	SS	Df	MS	F-ratio	Sig.
Locality	9.00	1	9.00	0.20	n.s
Sex	163.84	1	163.84	3.58	n.s
Locality × Sex	88.36	1	88.36	1.93	n.s
Error	4390.56	96	45.73	-	-

Table no.9 shows analysis of variance of personality integration, a dimension of emotional maturity. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05level of significance. It means that there exists no significant difference between rural and urban adolescents in personality integration. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05level of significance. It means boys and girls do not differ significantly in personality integration..The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural in personality integration dimension of emotional maturity.

Table No.10: Analysis of variance of Independence (I) dimension of Emotional maturity

Sources of Variation	SS	Df	MS	F-ratio	Sig
Locality	151.29	1	151.29	4.56	P<0.01
Sex	79.21	1	79.21	2.39	n.s
Locality Sex	0.49	1	0.49	0.01	n.s
Error	3183.76	96	3183.76	-	-

Table No10 show that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.01level of significance. It means that there exists significant difference between rural and urban adolescents in independence, a dimension of emotional maturity. F ratio for the main effect of sex at 1/96df is greater than the table value at 0.05level of significance. It means boys and girls differ significantly in independence, a dimension of emotional maturity. The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05 level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural.

Table No.11: Analysis of variance of Total Emotional Maturity (EM).

Sources of Variation	SS	Df	MS	F-ratio	Sig.
Locality	106.09	1	106.09	0.11	n.s
Sex	3169.69	1	3169.69	3.33	n.s
Locality× Sex	6.25	1	6.25	0.01	n.s
Error	9141.36	96	952.51	-	-

Table No11 shows analysis of variance of total emotional maturity. It indicates that F ratio for the main effect of locality (urban-rural) at 1/96df is less than the table value at 0.05level of significance. It means that there exists no significant difference between rural and urban adolescents in emotional maturity. F ratio for the main effect of sex at 1/96df is less than the table value at 0.05level of significance. It means boys and girls differ significantly in emotional maturity. The calculated F-ratio for the two factor interaction locality and sex is less than the table value at 0.05level of significance. It means that boys whether from rural or urban is not significantly different from girls whether from urban or rural in emotional maturity.

XII. DISCUSSION

Hypothesis 1 “Rural and urban adolescents will differ significantly on emotional maturity” From table no.6 it is found that rural and urban adolescents do not differ significantly on emotional stability, a dimension of emotional maturity. From table no.7 it is found that there exists no significant difference between rural and urban adolescents on emotional progression, a dimension of emotional maturity. From table no.8 it is found that there exists no significant difference between rural and urban adolescents on social adjustment, a dimension of emotional maturity. Table no.9 indicates that rural and urban adolescents do not differ on personality integration, a dimension of emotional maturity. From table no.10 it infers that there exists significant difference between rural and urban adolescents in independence, a dimension of emotional maturity. Further from table no.3 the mean values show that rural adolescents ($M=18.68$) exhibit higher independence than urban adolescents ($M=16.22$). Table no.11 indicates that there is no significant difference between rural and urban adolescents on emotional maturity. From the above discussion it is found that out of five dimensions of emotional maturity, only on one dimension of emotional maturity rural and urban adolescents differ significantly. On total emotional maturity, rural and urban adolescents do not differ significantly. So, hypothesis 1 “Rural and urban adolescents will differ significantly on emotional maturity” is partially accepted.

Hypothesis 2 “Boys and girls will differ significantly on emotional maturity and its dimensions” Table no.6 states that boys and girls do not differ significantly in emotional stability. From table no.7 it is found that there exists significant difference between boys and girls on emotional progression, a dimension of emotional maturity. Further from table no.3 the mean values show that boys ($M=25.02$) exhibit higher emotional progression than girls ($M=21.30$). Hence, emotional progression, a dimension of emotional maturity on which boys and girls differ significantly. From table no.8 it is found that there exists no significant difference between boys and girls on social adjustment, a dimension of emotional maturity. Table no.9 indicates that boys and girls do not differ on personality integration, a dimension of emotional maturity. From table no.10 it infers that there exists no significant difference between boys and girls on independence, a dimension of emotional maturity. Table no.11 indicates that there is no significant difference between boys and girls on emotional maturity.

From the above discussion it is inferred that only on one dimension of emotional maturity, boys and girls differ significantly. In other four Dimensions and total emotional maturity, boys and girls do not differ significantly. So, hypothesis 2 is partially accepted.

XIII CONCLUSION

On the basis of findings it is concluded that boys exhibit higher emotional progression than girls. There is no significant difference in boys and girls on emotional stability, social adjustment, personality integration and independence. There is no significant difference in boys and girls on emotional maturity. Rural and urban adolescents do not differ significantly on emotional maturity. But on independence, one dimension of emotional maturity rural and urban adolescents differs significantly. There is no significant difference between rural and urban adolescents on emotional stability, emotional progression, social adjustment and personality integration. There is no significant interactional effect of sex and locality on different dimensions of emotional maturity and also on total emotional maturity. For maintaining healthy life, adolescents should be trained to become emotionally stable person. Positive thinking should be developed in them imbued with righteousness and contentment.[9][8] They should be trained how to maintain harmonious relationship with their social world. They should be taught how to unify their diverse elements and diverse tendencies produce harmonious action. Self reliant or of resistance to control by others should be developed in adolescents.

XIV REFERENCES

- [1] Bansal “A Study of Emotional Maturity and Class Room Behavioral Problems of Learning Disabled and Normal Children in Inclusive Schools”. Advanced International Research Journal of Teacher Education, Vol..1(1), pp105-110, March, 2013.
- [2] Jersild, A.T. The Psychology of Adolescents. Toronto: The Macmillan Company.1963
- [3] Koul, L. Methodology of educational research. Vikas publication, Delhi, 1988.
- [4] Malliick R.& Singh A.& Chaturvedi, P. & Kumar, N. “A Study on Higher Secondary Students Emotional Maturity and Achievement”. International Journal of Research & Development in Technology and Management Science Kalish, Vol.21(1), pp.6-9, 2014
- [5] Singh, Y & Bhargava, M. Emotional Maturity Scale, National Psychological corporation, Bhargav hawan, 4/230, Kacheri Ghat, Agra-282004, 2012
- [6] Singh, R & Pant, K. & Valentina, L “Gender on Social and Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar” Study Home Com Sci., Vol.7(1), pp 1-6, 2013.

- [7] Sunil, K.. Emotional maturity of adolescent students in relation to their family relationship. International research journal of social science, vol.3(3), pp.6-8, 2014
- [8] Lekhi, V. “A study of emotional maturity of adolescents in relation to cognitive and noncognitive variables”. PhD thesis, PU.Chandigarh & Row., 2005
- [9] Panimalar, R., M.Sasi kumar , N. Parimala Fatima, M. “A study on emotional maturity and self concept at higher secondary”. Research in psychology and behavioural science, Vol.1(5), pp81-83.
- [10] Rajakumar, M. , M.Soundararajan.. A study on higher secondary students’ emotional maturity and Achievement in economics in Tirunelveli district, International journal of research in education methodology, Vol.1(2), pp 27-31
- [11] Kumawaty , Sahab Ram. “ Study of emotional maturity in post graduate students of vocational education” International indexed & refereed research journal, Vol. IV(46), pp20-21, Nov.2012.