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EMOTIONAL MATURITY AMONG ADOLESCENTS

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Abstract:

The present study was conducted to know the Emotional Maturity among adolescents in relation to some personal background variables. The sample of this study consisted of 200 graduates (100 Arts & 100 Science students) studying in Dharwad city. Yeshvir Singh and Mahesh Bhargava's Emotional Maturity scale was administered on them to measure the Emotional Maturity. The data collected was subjected to statistical analysis in terms of Mean, SD, and 't' ratio. The findings show that, Science students are having significantly high Emotional Maturity than the Arts students. Where as there is no significant difference in Emotional Maturity of Boys and Girl adolescents, adolescents those who are coming from rural and urban area and adolescents those who belongs to Scheduled Caste, Scheduled Tribes and General merit.

INTRODUCTION

In each stage of development, there are certain tasks or activities, skills, understanding and attitudes that must be met before a person moves on to a higher level of development. Adolescence is that span of one's life where change is inevitable in almost all aspects of life, be it physical, emotional, psychological, social, behavioral or environmental. Out of all the stages of one's life adolescence represents a difficult developmental period where by many demands are imposed on the adolescents by others and by themselves as well.(Tung & Sandhu, 2008).

Adolescence is the bridge between childhood and adulthood. It is a time of rapid development, of growing to sexual maturity, discovering one's real self – defining personal values and finding one's vocational and social directions. It is also a time of testing, of pushing against ones capacities and the limitations as posed by adults. (Amborn, 1975).

Emotions are great motivating forces throughout the span of human life ; affecting the aspirations, actions and thoughts of the individual. Thus, the necessity rational to realize the importance of values and emotions, which contribute greatly in the development of an influential personality. Emotions are important in every stage of life, but they play the maximum role during the adolescence period.

Emotional Maturity is one of the effective determinants of personality. According to Seoul (1951) if the Emotional Development of an individual is relatively complete, his adaptability is high, his regressive tendencies are low and his vulnerability is minimal. According to Fred Mc Kinney “The characteristics of an emotionally matured are hetro -sexuality, appreciation of attitude and behaviour of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses” . Therefore, the Emotionally matured is not one who necessarily has resolved all conditions that aroused anxiety and

hostility but is continuously in a process of seeing himself in clear perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action (Singh and Bhargava, 1990).

OBJECTIVES

To compare the Emotional Maturity of adolescents in relation to some personal background variables in terms of Educational background, Gender, Home background and Caste.

HYPOTHESIS

1. There is a significant difference in Emotional Maturity of adolescents from Science and Arts Educational background.
2. There is a significant difference in Emotional Maturity of adolescent boys and girls.
3. There is a significant difference in Emotional Maturity of adolescents coming from rural and urban areas.
4. There is a significant difference in Emotional Maturity of adolescents belongs to scheduled caste / scheduled tribe and General merit.

SAMPLE

The study was conducted on total 200 Science and Arts students (100 each i.e., 50 Boys and 50 Girls). The students were divided into two groups.

1. Group one was consisted of 100 Science students (50 Boys and 50 Girls)
2. Group two was consisted of 100 Arts students (50 Boys and 50 Girls).

TOOLS

The Emotional Maturity scale developed by Yeshvir Singh and Bhargava, (1990) has been used. This scale consisted of 48 items on 5 point scale. The Score weightage is given to each items are 5, 4, 3, 2, and 1 for 'Very Much', 'Much', 'Undecided', 'Probably' and 'Never'. The possible score ranges from a minimum of 48 to a maximum of 240. Higher score indicative of higher Emotional Immaturity and Lower the score higher the Emotional Maturity. This scale includes 5 factors i.e., A. Emotional un-stability, B. Emotional regression, C. Social Maladjustment, D. Personality disintegration and E. Lack of Independence. The overall test, retest reliability of the scale is 0.75 and validity is 0.64. The internal consistency reliability of the factors A, B, C, D and E listed above is found to be 0.75, 0.63, 0.58, 0.86 and 0.42 respectively.

STATISTICAL ANALYSIS

Mean, SD and 't' ratios are calculated for the analysis of Data.

RESULT AND DISCUSSION

Table No.1 Mean, SD and 't' ratios of Emotional Maturity of adolescents.

Sl.No.	Personal Variable	Group	N	Mean	SD	't' value	Remarks
1	Educational background	Science	100	48.34	8.84	2.360	0.05*
		Arts	100	51.62	10.82		
2	Gender	Boys	100	49.83	10.45	0.235	NS
		Girls	100	50.16	9.56		
3	Home background	Rural	113	49.65	9.69	0.485	NS
		Urban	87	50.34	10.32		
4	Caste	SC/ST	81	49.74	10.62	0.320	NS
		GM	119	50.20	9.51		

* Significant t NS : Not Significant

Table No. 1 Reveals that there is a significant difference in the emotional maturity of Science and Arts students. The emotional maturity mean score of Science students is 48.34 (SD = 8.84) is lower than that of Arts students mean score 51.65 (SD = 10.82) and the 't' value is = 2.36, significant at 0.05 level. It means that Science students are having more emotional maturity than the arts students. Therefore, the first hypothesis that there is a significant difference in the emotional maturity of Science and Arts students is accepted. Studies regarding emotional maturity in terms of educational background are not available. Hence the present study was a modest attempt.

Table 1 shows the Mean score of Emotional Maturity of adolescent Boys is 49.83 (SD=10.45) and the Mean score of adolescent girls is = 50.16 (SD=9.56), the 't' value is = 0.235 which clearly shows that, there is no significant difference in the Emotional Maturity of Boys & Girl adolescents.

This study is in line with the earlier findings of Singh and Thukral (2010) who also found that, there is no significant difference between Boys and Girls Emotional Maturity. Whereas on the other hand Jadhav and Yenagi (2005) and Tatwawadi (2009) found that Girls are Emotionally more matured than the Boys. While Chouhan and Bhatnagar (2003) found that Boys have higher Emotional Maturity than the Girls. Hence the second hypothesis i.e., there is a significant difference in the Emotional Maturity of adolescent Boys and Girls is rejected.

Table No.1 also indicates that, the Mean score of Emotional Maturity of Rural adolescents = 49.65 (SD = 9.69) and the Mean score of urban adolescents is = 50.34 (SD = 10.32), 't' value is 0.485 which is not statistically significant. It means that, there is no significant difference in the Emotional Maturity of adolescents coming from rural and urban areas. Therefore, third hypothesis there is a significant difference in Emotional Maturity of adolescents coming from rural and urban area is rejected. The present study results are in agreement with the earlier studies of Singh et.al. (1989) and Singh and Thukral (2010) who also found that, there is no significant difference between rural and urban adolescents Emotional Maturity.

Table No.1 denotes that there is no significant difference in the Emotional Maturity of adolescents who belongs to Scheduled Caste / Scheduled Tribe and General merit. The Mean score of SC/ST adolescents = 49.74 (SD=10.62) and the Mean score of GM adolescents is = 50.20 (SD=9.51) and the 't' value is 0.320 which shows that there is no statistical significant difference. It means that, caste is nothing to do with Emotional Maturity. Hence, the fourth hypothesis i.e., there is a significant difference in the Emotional Maturity of adolescents belongs to SC/ST and GM is rejected.

CONCLUSIONS

1. Science students are having high Emotional Maturity than the Arts students.
2. There is no significant difference in the Emotional Maturity of adolescent Boys and Girls.
3. There is no significant difference in the Emotional Maturity of adolescents coming from Rural and urban area.
4. There is no significant difference in the Emotional Maturity of adolescents belongs to SC/ST and GM.

Implication

Studies on Emotional Maturity and in relation to personal background variables are very limited, therefore, study should have undertaken on these issues.

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