



Emotional Maturity of Secondary School Adolescents with Special Reference to Their Gender

Barkat Ullah Bandy

ABSTRACT

Emotional maturity refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The present study was explored to study the emotional maturity of male and female adolescents. 800 respondents were selected by using stratified cum random sampling technique, with due representation of gender. Emotional maturity scale (EMS) developed by Yashvir, S. and Mahesh, B. (1999) was used for data collection. The collected data was subjected to statistical treatment by using Mean, Standard Deviation, and 't' test. The whole data was collected from three demographically large Districts of Jammu and Kashmir state namely Kupwara, Baramulla and Srinagar. The results indicate that male and female adolescents differ on all the five dimension of social maturity scale viz. Emotional stability, Emotional Progression, Social adjustment, Personality integration and Independence. Male adolescents were observed with high level of emotional maturity as compared to female adolescents. In addition to this social implications and recommendations were drawn from the study.

Key Words: *Emotional Maturity, Secondary School Adolescents, Gender*

1. INTRODUCTION

Emotional maturity is the ability to respond to the environment in an appropriate manner. Maturity has different definitions across legal, social, religious, political, sexual, emotional, and intellectual contexts. Emotional maturity refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. In this contemporary age of industrialization, competition, stress and tension, both young and old face difficulties day by day. So far as the Kashmir valley is concerned, these difficulties give rise to many psychosomatic problems such as

anxiety, tensions, and frustrations and mental upsets. Therefore, the study of emotional stability that deals with the interplay of forces with intensities and quantities is now gaining recognition.

Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development through the process of sublimation and channelization. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour sometimes. According to Smitson (1974) "emotional maturity is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally".

It has been emphasized that the emotionally stable individual has the capacity to withstand delay in satisfaction of needs, deals challenges effectively, ability to tolerate a reasonable amount of frustration, belief in long term planning and is capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable adolescent has a capacity to make effective adjustments with himself, members of the family, and his person the school, society and culture. Emotional stability leads an individual towards socially adjusted personality; if not so mal-adjustment may take place. Thus, emotionally stable adolescents are an asset of the nation which emerges sign of development in the society.

In the present study emotional maturity consists below mentioned dimensions:

- **Emotional progression:** Emotional progression is the characteristics of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment

to ensure a positive thinking imbued with righteousness and contentment. In the process of emotional progression an individual feels the satisfactory level of balance in establishing the relations with the other stakeholders of the society

- **Social adjustment:** Social adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with environment.
- **Personality integration:** Personality integration is the process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious coactions and de-escalation of the inner conflict in the undaunted expression of behaviour, whereas disintegrated personality includes all those symptoms, like reaction, phobias formation, rationalization, pessimism, immorality etc.
- **Independence:** Independence is the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities.

2. REVIEW OF RELATED LITERATURE

Madhavan, V. (2017) conducted a study on "Emotional and adjustment perspective of mental health among Rural School Students in Tiruchirappalli district" and found that Emotional Stability and Adjustment is partially better among the school going adolescents, the respondents were found at the verge of slipping in to emotional instability and mal adjustment.

Sarvjeet Kaur (2017) carried a study on "Emotional Maturity of Adolescent Students In Relation To Their Family Climate" and found that boys were observed with high level of emotional maturity as compared to girls Apart from this the study indicate that there is significant relation between emotional maturity and family climate of adolescent students. This shows that family climate determinates emotional maturity of adolescent students.

KrishanLal (2017) conducted a study on "Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background" and generalised that continuous evaluation by conducting demonstration, provision for smart class (facilities of educational gadgets in the classrooms), quiz

programmes and English language laboratories could be carried out for better achievement of the student.

Nibedita Priyadarshani (2018) explored a study on "Emotional Maturity among Adolescents" and found that boys and girls differ significantly in emotional progression, a dimension of emotional maturity. Apart from this, it was found that there exists significant difference between rural and urban adolescents in independence, a dimension of emotional maturity.

Sheema Aleem (2005) conducted a study on "Emotional Stability among College Youth". Results shows that male students are found to be more emotionally stable than female students.

Rutu, D. T. (2015) explored a study on "Emotional Maturity Among Adolescent Girls With Regards to Type of Family And Area of Residence" and found that adolescents girls of nuclear family have more Emotional maturity than adolescents Girls of joint family. Urban adolescents Girls have more Emotional maturity than rural adolescents Girls. Adolescents Girls of Nuclear Family of Urban area have more Emotional maturity than remaining groups of adolescents Girls.

Geeta et, al. (2015) explored a study on "Impact of Emotional Maturity on Stress and Self Confidence of Adolescent" and found that the adolescents with high emotional maturity have significantly high stress and self-confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence than their counter parts. Thus the above mentioned studies provides a wide researcher gap for the researchers to conduct a researcher on below mentioned research problem

3. RESEARCH PROBLEM

The statement of the research problem for the present study is as under:- Emotional Maturity of Secondary School Adolescents with Special Reference To Their Gender.

3.1. Objectives: The objectives of the present study are as under:

1. To explore the level of aspiration of male and female adolescents on below mentioned dimensions:
 - A. Emotional stability
 - B. Emotional Progression
 - C. Social adjustment
 - D. Personality integration
 - E. Independence

3.2. Hypothesis: Following hypothesis has been framed for the present study:

1. There exists no significant difference between male and female adolescents on their level of emotional maturity on below mentioned dimensions:

- A. Emotional stability
- B. Emotional Progression
- C. Social adjustment
- D. Personality integration
- E. Independence

3.3. Operational Definition: The operational definitions of terms and variables are as under:

A. Emotional Maturity: In the present study, emotional maturity refers to the scores obtained by the respondents on emotional maturity scale by developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

B. Gender: Gender in the present study refers the dichotomy made on the basis of sex. (Male and female).

3.4. Research Limitation of the Problem: Because of time, budget and financial constraints, it was impossible for the researcher to include all adolescents from all districts of Jammu and Kashmir. So the present study will be delimited to following domains:

- A. The study will be delimited to only adolescents within the age group of 12-20.
- B. The study will be delimited to three districts of the valley viz. Srinagar, Kupwara and Baramulla.
- C. The present study will be delimited to adolescents reading in different secondary school within the age group of 12-20.

4. METHODOLOGY AND PROCEDURE

Keeping the nature of the study under consideration, descriptive study had been used for the presents study.

A. Sampling procedure: The total sample for the present investigation consists of 800 adolescents, where 400 consists tribal adolescents and 400 Non-tribal adolescents. However, it is imperative to mention here that respondents were selected keeping due representation of the stratification under consideration.

B. Instrument used: Emotional maturity scale (EMS) developed by Yashvir Singh and Mahesh Bhargava was used for data collection.

4.1. Statistical Treatment of the Data: The collected data was analysed to statistical treatment by using mean, S.D. and “t” value. Further description is given as under:

Table: 1.1: Percet-wise Distribution of Male and Female Respondents on Emotional Maturity. (N=400 each)

Category	Percentage				Total
	ES	MS	US	EU	
Female	42	23	15	20	100
Male	56	23	18	15	100

Index:ES= extremely stable MS= Moderate Emotional Stability S= unstable level EU=extremely unstable level

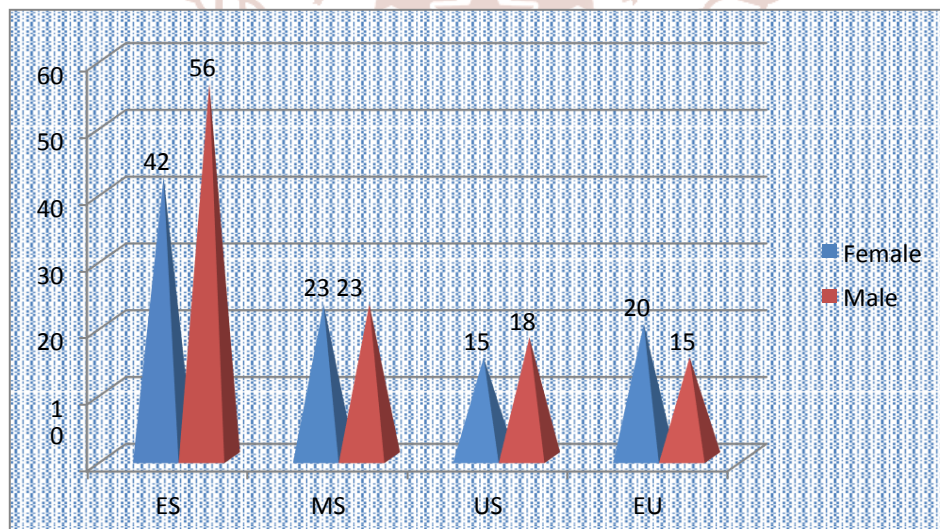


Fig: 1.1: Showing graphical representation of percet-wise distribution of male and female adolescents on their level of emotional maturity.

Table: 1.1: Showing mean significant difference between Male and Female adolescents on different dimension of emotional maturity. (N=400 each)

Dimensions of Emotional Maturity		Female		Male		t-value
		Mean	S.D	Mean	S.D	
A	Emotional stability	46.03	7.01	47.03	6.69	6.38**
B	Emotional Progression	45.21	8.02	48.05	7.02	5.46**
C	Social adjustment	46.28	7.90	49.01	8.10	5.10**
D	Personality integration	49.26	6.23	53.01	6.01	7.97**
E	Independence	48.42	5.49	51.54	5.43	8.43**
F	Composite score	188.03	14.23	194.01	13.81	6.16**

Index**= significant at 0.01 level of confidence.

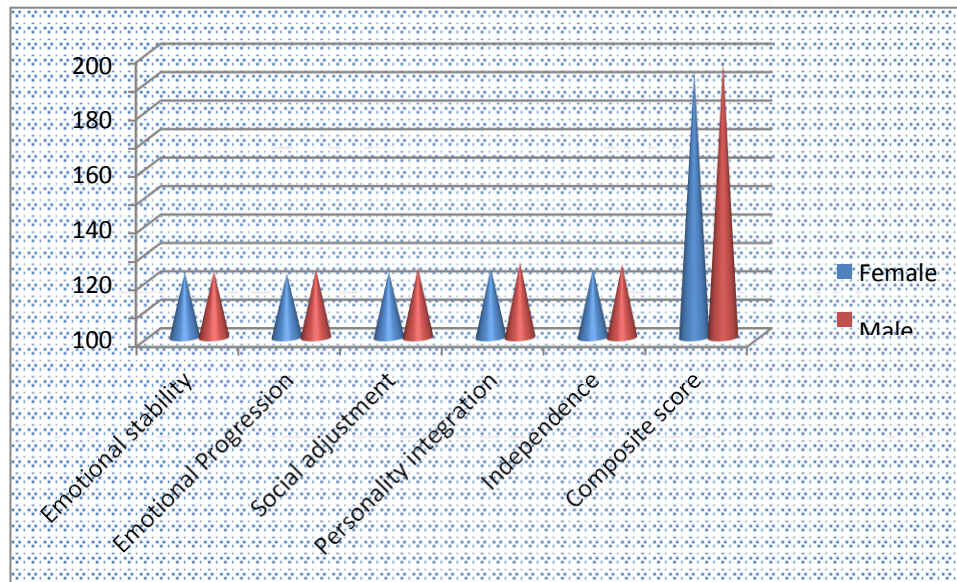


Fig. 1.2: Graphical representation of means significant difference between male and female adolescents on different dimension of emotional maturity.

4.2. Interpretation Of The Data: The analysed data has been interpreted as under:-

Table 1.1 (Fig. 1.1) gives information about the percent-wise distribution of male and female adolescents on various levels of emotional maturity. The table reveals that among female adolescents 42% respondents were observed with extremely stable and 23% respondents were observed with moderate level of emotional maturity. Apart from this among female adolescents 15% respondents were observed with unstable level of emotional maturity. Again the descriptive analysis indicates that 20% female adolescents were observed extremely unstable level of emotional maturity. Coming towards the percentage distribution of male adolescents it was found the 56% adolescents with extremely unstable level of emotional maturity. In addition to this 23% male adolescents were observed moderate level of emotional maturity.

Meanwhile 18% male adolescents were observed with suitable level of emotional maturity. However, on 15% male adolescents were observed with extreme

unstable level of emotional adjustment. Thus, the descriptive analysis of the results indicates that maximum percentage on the level of emotional maturity favours to male adolescents. The perusal of the **Table 1.2 (Fig. 1.2)** gives information about the mean comparison of male and female adolescents on emotional maturity. Both the group are observed different with each other on different dimensions of emotional maturity. While observing the first dimension “**Emotional stability**” of emotional maturity scale it has been observed that the two groups under discussion different with each other.

The mean score of male adolescents (M=47.03) has been found higher as compared to female adolescents (M=46.03). The calculated ‘t’ value came out to be 6.38, which is significant at 0.01 level of confidence. The results may attribute to this fact that male adolescents avail most exposure than tribal adolescents. Coming towards the second dimension (**Emotional progression**) of emotional maturity, it has been observed that two groups differ with each other. The mean significant difference goes in favour

of male adolescents. The mean score of male adolescents was reported to be higher ($M=45.21$) as compared to tribal adolescents ($M=48.05$). The calculated 't' value came out to be 5.46, which is significant at 0.01 level of confidence.

Thus, it can be inferred that the two groups under discussion differ significantly with each other. The comparative analysis of the two groups (male and female adolescents) on third dimension (**Social adjustment**) indicates again significant difference between two groups under discussion. The mean score of male adolescents ($M=49.09$) was reported higher as compared to their counterparts (female adolescents) ($M=46.28$). The calculated value ($t=5.10$) also indicated the significant difference between two groups under discussion. The obtained results on the fourth dimension (**Personality integration**) of "emotional maturity scale", it has been observed that the two groups under discussion differ with each other. The mean score of male adolescents ($M=53.01$) was observed higher as compared to female adolescents ($M=49.26$).

The calculated "t" value came out to be 7.97, which is significant at 0.01 level of confidence. Thus, result reveal that the two groups under discussion differ on fourth dimension of emotional maturity. While comparing the two groups on last dimension "**Independence**" it has been observed that two groups (male and female adolescents) differ with each other. The mean significant difference goes in favour of male adolescents. The mean score of male adolescents was reported to be higher ($M=51.54$) as compared to female adolescents ($M=48.42$). The calculated 't' value came out to be 8.43, which is significant at

0.01 level of confidence. Thus, it can be inferred that the two groups under discussion differ significantly with each other. Coming towards the composite score of male and female adolescents, it has been observed that two groups under discussion differ with each other.

However, the mean significant difference favours the male adolescents. The mean score of male adolescents was reported to be higher ($M=194.01$) as compared to tribal adolescents ($M=188.03$). The calculated 't' value came out to be 6.16, which is significant at

0.01 level of confidence. Thus, it can be inferred that the two groups under discussion differ significantly with each other on their composite score. Apart from this it was observed that male adolescents were found with high level of emotional stability, emotional

progression, social adjustment, personality integration and level of independence. Thus, to conclude, it can be said the hypothesis, which reads as "**There exists no significant difference among male and female adolescents on their level of emotional maturity on five mentioned dimensions, Emotional stability, Emotional Progression, Social adjustment, Personality integration and Independence**" stands rejected. Additionally, the results are supported by the host of the researchers, notable among them are; **Sarvjeet Kaur (2017), Roja, Sasikumar and Fathima (2013), Lakshinandan, Nath (2017).**

Nibedita Priyadarshani (2018) Sarvjeet Kaur (2017) conducted a study on emotional maturity of adolescents in relation to their family climate. The result reveals that there is a significant difference in emotional maturity of boy and girl adolescents. The result also reveals that there is significant relation between emotional maturity and family climate of adolescent students. The results further indicate that male boys possess more emotional maturity as compared to girls. **Roja, Sasikumar and Fathima (2013)** found that gender seems to be a significant impact on the emotional maturity of the respondents. Male adolescents were observed more emotionally mature as compared to their female adolescents.

Lakshinandan, Nath (2017) observed significant differences on emotional maturity in respect of government and private as well as rural and urban secondary school students on their level of emotional maturity. **Nibedita Priyadarshani (2018)** observed a significant difference between boys and girls on their level of emotional progression, a dimension of emotional maturity. Apart from it was found that there exists significant difference between rural and urban adolescents in independence, a dimension of emotional maturity.

5. CONCLUSIONS OF THE STUDY

Following are some conclusions of the study: Among female adolescents 42% respondents were observed with extremely stable and 23% respondents were observed with moderate level of emotional maturity and 15% respondents were observed with unstable level of emotional maturity. 20% female adolescents were observed extremely unstable level of emotional maturity. 56% male adolescents were observed with extremely unstable level of emotional maturity and 23% male adolescents were observed moderate level of emotional maturity. 18% male adolescents were observed with suitable level of emotional maturity and 15% male adolescents were observed with extreme

unstable level of emotional adjustment. Apart from this, male adolescents were found to be high achievers on emotional maturity as compared to female adolescents. So impact of gender seems significant on the emotional maturity of adolescents.

5.1. Social Implications Of The Study: The present study indicates some social implications which are under:

- A. Government must take initiatives regarding socially disadvantaged sections of the society like tribal, sections, SCs, STs and other OBC classes of the society.
- B. Public outreach should be made available in existing, so that youth alienation may be addressed to great extent.
- C. Emotional sentiments of adolescents should be respected to utmost level, by addressing their issues.

5.2. Suggestions For Further Research: Following few suggestions are recommended in this consonance of this study:

1. As the present study was limited to three districts so, similar study can be undertaken in other districts of Jammu And Kashmir State.
2. Similar study can be undertaken on primary school, college and university students of Jammu and Kashmir.
3. Similar study can be undertaken in order to find out other variables influencing the social life of the tribal adolescents.
4. Present study prompts that a study should be conducted to find out social-efficacy, confidence, socio-cultural adaptation of tribal and non-tribal adolescents, keeping socio-economic status under consideration.
5. Another study may be conducted for exploring various strategies adopted by higher education students for socio-cultural adaptation.
6. Study can be extended to socially disadvantaged sections of the society with relation to their cultural background.
7. Another similar study taking into account other variables such as demographic characteristics, life satisfaction and personality variables would contribute to our better understanding of the socio-cultural adaptation.
8. Study can be extended by taking into consideration the exploration of various strategies

used by students for socio-cultural adaptation.

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