

Emotional Maturity Among Adolescents

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ABSTRACT

The study aimed to examine the level of Emotional Maturity among adolescents in the age range of 18 to 23 years. The research was conducted on 120 adolescents who were undergraduate students. The sample consisted of 60 male and 60 female subjects. A random sampling method was employed to choose the sample for the research study. Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used to assess the level of Emotional Maturity among adolescents. The data obtained was subjected to analysis using Mean, SD and 't' test. The data analysed revealed that the Emotional Maturity among male and female was similar. There was no significant difference in the level of Emotional Maturity among urban and rural undergraduate students. The results of data analysed revealed a similar level of Emotional Maturity among adolescents who had multiple siblings and who had no siblings.

Keywords: *Emotional Maturity, Adolescents, Urban, Rural and Siblings*

Maturity is the ability of an individual in responding to situations and being aware when to act according to the situations. The word meaning of 'mature' is 'ripe' or 'full development'. Meanwhile, the psychological meaning of 'mature' is 'more flexible'. Maturity of a person develops when they socialize with people and interact with them. They actively convert the troublesome situation to serenity filled environment. The time of development of matured behaviour differ from person to person. It depends upon the society, family setting and peer group. A matured person will have the capability to handle painfulness, vexation, exasperation, delicacy and discomfoting circumstances.

On the other hand, emotion is nothing but the human response towards a particular thought or behaviour. The word 'emotion' is derived from the Latin word 'emovere' meaning 'to move out' or 'to stir up'. The emotions are expressed by people in different ways. These emotions can be love, disgust, fear, happiness, hatred, joy, anger and so on. Emotion can be considered as an important element in a person's character. The emotions which a person exhibits are created by the brain. It is the way in which the brain had understood the meaning of certain actions based on the past experience. Emotion of a person is very important because it plays a vital role in the cognition and behaviour. These emotions will lead an individual to take decision in his life.

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Received: October 22, 2021; Revision Received: March 27, 2022; Accepted: March 31, 2022

Emotional Maturity Among Adolescents

There are mainly two kinds of maturity, namely, Emotional Maturity and Physical Maturity. Physical Maturity suggests the bodily growth and development of an individual as he grows up. Whereas Emotional Maturity is a personality trait, who succeeds in controlling the immediate emotion and acts wisely after analyzing the situation. It is being truthful to one's own emotion and creating faith to the people associated with him. Emotional Maturity suggests a stage in an individual's life wherein he faces the reality. One who manages his emotions perfectly and is stress-free can be successfully termed as an emotionally matured person.

Emotional Maturity gained importance in the past few years. Number of researches and studies were conducted both in India and abroad. In 1984, Arya A conducted a study related to Emotional Maturity and value of superior children in the family [19]. The research found out that the superior girls and boys did excellent on Emotional Maturity tests and also superior intelligence reveals high relation with Emotional Maturity. Emotional Maturity develops gradually from birth onwards. Thus, older children will have higher level of Emotional Maturity which in turn develops his/her level of intelligence. Kaur, S. (2000) conducted a study and found a significant relation between Emotional Maturity, home, school and the psychological environment [23]. The study showed that girls were more mature than boys and rural students appeared to be more mature than urban students. In 2000, Anju found a positive and a significant relationship between Emotional Maturity and intelligence of an individual. It opens the fact that the matured person can be more intelligent [17].

METHODS

Sample

The sample consists of 120 adolescents of which 60 of them are Male students and 60 of them are Female students, in the age group of 18-23 years. Random Sampling method was used to select the students for the current study.

GENDER	Male	Female	TOTAL
NO. OF RESPONDENTS	60	60	120

Objectives of the study

- To understand and compare the level of Emotional Maturity among male and female students.
- To compare the difference in the level of Emotional Maturity of the students living in urban and rural.
- To understand the level of Emotional Maturity among the students who are single child and students who have siblings.
- To compare the level of Emotional Maturity of the students with nuclear family and joint family.

Hypothesis of the study

The following hypothesis are reviewed for the current study:

- H (1) There is a significant relation in Emotional Maturity among Male and Female students.
- H (2) There is a significant difference in Emotional Maturity between the students from urban and rural areas.

Emotional Maturity Among Adolescents

- H (3) Emotional Maturity among students who have no siblings have low level of Emotional Maturity.
- H (4) Emotional Maturity is high among students in joint family.

Procedure

The study was conducted on the sample of 120 adolescents among whom 60 are males and 60 are females. The sample for the study was taken using Random Sampling technique. The required data is collected in a class room setting. The age-limit is from 18-23 years. A good rapport was maintained with the individuals and then the Emotional Maturity Questionnaire was given. A brief introduction about the project has been explained to the individuals. Then they were instructed as: This is a personal information schedule. There are some set of questions in the questionnaire where you should answer it correctly. The information given by you will be used only for the research purpose and it will be kept strictly confidential. Please feel free to ask any clarification. With these instructions the data will be collected and further scoring will be done.

The test was administered very carefully. Further, scoring and interpretation was done. All the responses of the subject in the Emotional Maturity Questionnaire was recorded following the scoring procedure as mentioned in the answer key and the norms. The data obtained is further subjected to analysis.

Tool used in the Study

The tool used in the study was chosen on the basis of objectivity, validity and reliability of the tool. In the current study, following research tool is used:

- Emotional Maturity Scale of Dr. Yashvir Singh and Dr. Mahesh Bhargava

Emotional Maturity Scale (EMS)

This Emotional Maturity Scale was developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The scale deals with five broad factors which include the following:

- Emotional Stability: This factor can be used to know an individual's capability in controlling the mood swings in any emotive situation.
- Emotional Progression: It refers to the feeling of an individual to ensure adequate advancements of emotion in relation to the environment which aids in positive thinking.
- Social Adjustment: An individual who keeps a healthy relation between the needs of an individual and demands of social environment in any situation.
- Personality Integration: The ability of an individual to firmly unite the diverse personality with each other.
- Independence: The individual's tendency to rely on oneself or resist the control of others, where he can freely take decisions by his own judgement.

Scoring Procedure: Emotional Maturity Scale is a self-reporting five-point scale. Items of the scale are in question form, which demands the information for each in either of the options such as, Very Much, Much, Undecided, Probably and Never. The score of 5 is given if the answer is Very Much, the score of 4 is given if the answer is Much, the score of 3 is given if the answer is Undecided, the score of 2 is given if the answer is Probably and the score of 1 is given if the answer is Never. Therefore, total score on the scale is indicated of Emotional Maturity whereas the greater score on the scale is expressed in terms of Emotional Immaturity.

Emotional Maturity Among Adolescents

Statistical techniques used in analysing the data

In order to analyse the data, the following statistical techniques are applied based on the objectives and hypothesis of the study. The researcher used Descriptive Statistical Techniques such as Mean and Standard Deviation (SD) and Inferential Statistical techniques such as t-test and ANOVA. Data Analysis is done by SPSS software.

RESULT AND DISCUSSION

The obtained data is analysed as below:

Table No. 1: Level of Emotional Maturity among male and female students.

GROUP	STUDENTS	
	MALE	FEMALE
Mean	105.45	107.83
Standard Deviation	13.452	18.113
SEM	1.737	2.338
N	60	60
t-value	-.818	
p-value	.156	

The above table reveals the level of Emotional Maturity among the male and female students. The mean scores of the level of Emotional Maturity among male and female students are 105.45 and 107.83, respectively. This score indicates a slightly lower scores for female than men, which indicates that out of the samples taken, male are a bit more emotionally mature than female. It is maybe because female are more expressive and sentimental than males [13]. Henceforth, the results shown in the table tells us that there is no significant relation in Emotional Maturity among male and female students.

Table No. 2: Level of Emotional Maturity of students based on domicile.

GROUP	STUDENTS	
	URBAN	RURAL
Mean	105.62	107.80
Standard Deviation	14.672	17.321
SEM	1.834	2.315
N	64	56
t-value	-.746	
p-value	.812	

The above table reveals the level of Emotional Maturity among the male and female students living in urban and rural areas. The mean score of the Emotional Maturity based on the student's domicile are 105.62 for urban and 107.80 for rural, respectively. From the table, it is clear that the mean score is more for the students coming from rural areas. Also, it is very evident that there is no significant difference in the level of Emotional Maturity of the students living in urban and rural areas.

Table No. 3: Level of Emotional Maturity of the students who are single child and multiple children.

GROUP	STUDENTS	
	SINGLE CHILD	MULTIPLE CHILDREN
Mean	105.40	106.89
Standard Deviation	12.680	16.549

Emotional Maturity Among Adolescents

SEM	2.835	1.655
N	20	100
t-value	-.380	
p-value	.136	

The above table shows the relation between the level of Emotional Maturity and the students who are single child and multiple children. The mean scores of the level of Emotional Maturity based on the number of the children are 105.40 and 106.89, for single child and multiple children, respectively. The results show a slight lower score for single child than multiple children. However, the above table reveals that there is no significant difference in Emotional Maturity between male and female students.

Table No. 4: Level of Emotional Maturity of students with nuclear family and joint family.

GROUP	STUDENTS	
	NUCLEAR FAMILY	JOINT FAMILY
Mean	107.50	97.20
Standard Deviation	16.025	11.736
SEM	1.528	3.711
N	110	10
t-value	1.981	
p-value	.321	

The above table reflects the level of Emotional Maturity of the students with nuclear family and joint family. From the above table, the mean score for nuclear family is 107.50 and for joint family is 97.20. This score indicates that there is slight lower result for joint family than nuclear family. Henceforth, the above table reveals that there is no significant difference in Emotional Maturity of the students with nuclear family and joint family.

Table No. 5: Level of Emotional Maturity of the students associated with different dimensions of the Emotional Maturity Scale

GROUP	DIMENSIONS									
	Emotional Stability		Emotional Progression		Social Adjustment		Personality Integration		Independence	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mean	24.47	25.52	21.60	22.27	20.58	20.80	20.40	20.52	18.40	18.73
Standard Deviation	4.006	5.325	3.227	3.853	2.612	3.241	2.744	3.539	2.612	3.579
SEM	.517	.687	.417	.497	.337	.418	.354	.457	.337	.462
N	60	60	60	60	60	60	60	60	60	60
t - value	-1.221		-1.028		-.403		-.202		-.583	
p - value	.111		.457		.163		.118		.127	

The above table reveals the level of Emotional Maturity of students associated with different dimensions of the Emotional Maturity Scale. For Emotional Stability, the mean score for Male and Female students are 24.47 and 25.52. For Emotional Progression, the mean score for Male and Female students are 21.60 and 22.27. For Social Adjustment, the mean score for Male and Female students are 20.58 and 20.80. For Personality Integration, the mean score for Male and Female students are 20.40 and 20.52. For Independence, the mean score for Male and Female students are 18.40 and 18.73, respectively. It is evident from the table

Emotional Maturity Among Adolescents

that there is no significant difference in Emotional Maturity level of the students relating to the dimensions in the Emotional Maturity Scale.

DISCUSSION

The study aimed at the level of Emotional Maturity among male and female students, the results shows that there is no significant difference in the level of Emotional Maturity among male and female students. The results of the mean applied to each group reflects that neither male nor female differ significantly in the level of Emotional Maturity and from the tables the values found to be non-significant.

The above results are supported by the studies conducted by Kashyap (1989), Kaur (2001) [1], Mahajan (2001) and Lekhi (2005) [13] proved no significant difference in Emotional Maturity among male and females.

In a similar study by Mukesh Kumar Panth, N Chaurasia, M Gupta (2015) it has been found that there is no significant difference between boys and girls Adjustment Inventory College Students and Emotional Maturity Scale [8].

The outcome of the current study is correlated with the previous study conducted by Dr. Surjit Singh Paur (2014) who observed that there is no significant difference between boys and girls as well as rural and urban students on the basis of their emotional maturity [13].

In another study, Dimpy Mahanta, V Kannan (2015) rightly observed that there is no significant difference in emotional maturity between the two genders [5]. A study conducted by Dona Rai (2017) found out that there is no correlation between the emotional intelligence and emotional maturity of undergraduate students [10].

Henceforth, our findings that there is no significant difference in Emotional Maturity among male and female students, looking at the results, is complimentary to the previous studies.

CONCLUSION

- Emotional Maturity did not significantly differ among male and female students.
- The majority of the students are extremely emotionally immature.
- Male are more emotionally mature than female.
- Emotional Maturity of the student and domicile of the students are not significantly related.
- There is no significant relation between emotional maturity and the students who are single child and multiple children.
- No significant difference can be found between emotional maturity of the students with nuclear family and joint family.

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Emotional Maturity Among Adolescents

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Acknowledgement

We would like to express our heartfelt thanks and appreciation to each and every participant in our study who willingly shared their responses by spending their valuable effort and time.

Conflict of Interest

The author(s) declared no conflict of interest.

Emotional Maturity Among Adolescents

How to cite this article: Jose S. A. & Swamy I. C. (2022). Emotional Maturity Among Adolescents. *International Journal of Indian Psychology*, 10(1), 1497-1504. DIP:18.01.153.20221001, DOI:10.25215/1001.153