

## Emotional Maturity and Youth Problems: A Correlation Study

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### ABSTRACT

In this study, we sought to determine the relationship between college students' emotional development and youth problems. 70 female college students in the Arts stream participated in the data collection. The Yashvir Singh and Mahesh Bharagava (1994) Emotional Maturity Scale and the Dr. (Mrs.) M. Verma (2010) Youth Problem Inventory were employed to measure the aforementioned constructs, respectively. With the aid of SPSS 16, descriptive statistics and the Pearson product moment method of correlation were employed to analyse the data.

**Keywords:** *Emotional Maturity, Youth Problems*

Adolescents are children who have reached puberty, which is the stage at which they are regarded as sexually mature. A person is no longer referred to as an adolescent once they reach the age at which they are regarded as adults in their nation or culture. Physical maturity is accompanied by intellectual, emotional, and social development. The apex of emotional development occurs throughout adolescence. There is a time of elevated emotional stress as a result of the physical and physiological changes that are taking place. The individual has intense and unstable emotions throughout adolescence. He has a propensity to become touchy, sensitive, irate, and explosive. The level of self-awareness, respect for oneself, and pride in oneself has significantly increased. Adolescents experience feelings of affection and loyalty to their peers, which causes them to become sentimental and passionate. He reacts aggressively because he has a strong sense of emotion. There is an increased desire for isolation and a tendency to exaggerate.

### *Emotional maturity*

Emotional maturity in teenagers is the potential for emotional development, independence, social adjustment, emotional stability, personality integration, etc. Dr. Molly Joy, Asha Mathew (2018).

Emotional maturity not only effectively prevents person patterns, but it also aids in regulating the development of adolescence. A person who has emotional maturity takes ownership of their actions. In summary, emotional maturity entails being able to control

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your emotions rather than letting them rule you Punithavathi, (2013). The ability to withstand tension, according to Cole (1954), is the most notable indicator of emotional maturity since it allows one to put up with dissatisfaction. Hence, it is regarded as a person's capacity to manage their own emotions Rajeshwari & S, (2015).

In today's competitive environment, where every person learns to establish intrapersonal and interpersonal stability, emotional maturity is of utmost importance. It has been discovered that emotionally immature people tend to favour ineffective coping mechanisms over wise and practical ones, while emotionally mature people favour more sage and practical approaches Wagde & Ganaie (2013). In a study on gender and the social and emotional development of senior high school students, Singh et al. (2013) found that girls often score better on the social adequacy component of social maturity than do boys on the social adjustment component of emotional maturity. Adolescents with high emotional maturity experience less stress and have higher levels of self-confidence, according to Pастey and Aminbhavi's (2006) study on the subject.

### *Youth problems*

The youth of a country are its cornerstone. They will be the leaders of tomorrow. They face a variety of difficulties in their daily lives related to their personal, familial, academic, and social lives. The nation has a responsibility to defend itself against various socioeconomic obstacles. The most important and challenging stage of growth is adolescence. It requires responding to biological and psychosocial changes as well as experimenting with the environment outside. Despite the fact that the majority of people believe this shift to be biological, it is also largely social and psychological. Because of the concept's multidimensionality, a child eventually transforms into a new person as an adult. But every culture has its own unique requirements for a child's development during puberty.

The age span between 10 and 19 is referred to as adolescence, and traditionally, adolescence is seen as commencing with the onset of puberty, when sexual maturity or the ability to reproduce is gained (from Latin "Adolescere" means "to grow into maturity"). Puberty signals the start of the adolescent stage, which is then followed by the first menstruation for females and ejaculation in boys, a sign of a biological shift. The biological alterations result in physiological, sexual, and psychological changes. Physiological changes include things like changes in height, weight, and appearance. Teenagers experience arousal, need, and want as a result of the sex hormone, which is created during sexual changes. Teenagers develop strong relationships, move from being a part of a family group to a peer group, and finally learn how to be independent as adults. Examples of psychological changes include the creation of a new identity, self-concept, and self-regulation, as well as the desire to conform to social norms and expectations. Teenagers' psychosocial adjustment is closely related to self-concept, a key theoretical notion. Each person goes through these changes in a unique way, and if not addressed effectively, this might lead to specific behavioural problems. Adolescents face much more serious difficulties than children do. They are confused and worried about the biological, psychological, and social challenges they have faced. Up to 15% of those under the age of 18 experience emotional problems that are serious enough to call for special care, including mood swings that come on quickly, impatience, reckless behaviour, depression, etc. Delinquency problems include skipping school, theft, and vandalism are examples of other problems. Family problems include fighting, breaking rules, and isolating oneself from the family. One in four young teenagers (aged 12 to 17) who admit to using illegal substances are young people, and substance addiction was seen as a severe problem. They occasionally experience problems at school

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and show signs of disinterest, a negative attitude, a drop in performance, and behavioural problems. The issues that adolescents face vary depending on their age, sex, and culture.

Youth and youngsters alike are currently dealing with challenges in life. Numerous psychosomatic issues, such as worry, stress, annoyance, and emotional disturbances in daily life, are emerging as a result of these challenges. If the youngsters have any issues, it will ruin the future of the country because they are the future of society. Youth should therefore be secure in all spheres. There are very few studies that focus on the relationship between emotional maturity and juvenile difficulties, despite the fact that both topics have been the subject of independent research. Therefore, it is the researcher's strong desire to investigate these areas of emotional maturity and juvenile issues.

### *Objective of the Study*

To study the relationship between emotional maturity and youth problems of the girls students, studying in colleges.

### *Hypotheses*

There is no relationship exist between emotional maturity and youth problems in college girls students.

### *Sample*

The population for the present study was 70 Adolescents (female) from Sirsa. They were selected using random sampling technique. Mean age of the sample was 19 years. Standardized emotional maturity scale and youth problem inventory were used for the purpose of study.

### *Tools*

- **Emotional maturity scale:** Emotional Maturity Scale constructed by Yashvir Singh and Mahesh Bhargava (1994) was used in the present study. The scale consists of 48 items with five dimensions viz. emotional stability with 10 items, emotional progression with 10 items, social adjustment with 10 items, personality integration with 10 items and independence with 8 items. The reliability of the test by product moment correlation was 0.75. The internal consistency for 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 respectively and the concurrent validity of the total test was 0.64 as given in the manual.
- **Youth problem inventory (YPI):** This inventory developed by Dr. (Mrs.). M. Verma (2010): This scale consists 80 items belonging to the under mentioned 4 areas i.e., Family Problems, School/College Problems, Social Problems and Personal Problems and Over Sensitivity. There were three alternatives true, partially true and false. The reliability Co-efficient of the entire Inventory is .80 and area wise reliabilities are .85, .86.76, and .81 respectively.

**RESULTS AND ANALYSIS**

*Results Table 1 showing descriptive analysis of Emotional Maturity and Youth Problems*

Variable	Mean	SD
FAMILY PROBLEM	19.70	8.54
SCHOOL/COLLEGE PROBLEM	10.68	6.84
SOCIAL PROBLEM	2.78	1.69
PERSONAL PROBLEM	20.35	8.60
EMOTIONAL STABILITY	25.78	5.61
EMOTIONAL PROGRESSION	24.98	6.23
SOCIAL ADJUSTMENT	23.15	5.08
PERSONALITY INTEGRATION	19.54	5.04
INDEPENDENCE	19.94	4.43

Table 1 shows the descriptive statistics for emotional maturity and youth challenges based on the mean and standard deviation of the variables. Family issues average 19.70, with an 8.54 standard deviation. It measures how much the young people dealt with family-related concerns. The school-college problem's standard deviation is 6.84 and its mean is 10.68. It measures how many problems the young people have with their education. This variable's average value and standard deviation are 2.78 and 1.69, respectively. It measures the extent to which the young people had problems with their social lives. This variable's average and standard deviation are respectively 20.35 and 8.60. It determines how many the youths' personal issues affected their day-to-day activities. The mean and standard deviation of Emotional Stability are 25.78 and 5.61, respectively. It determines how well people can remain emotionally stable under various pressures. The mean and standard deviation of emotional progression are 24.98 and 6.23, respectively. It influences individuals' capacity to develop emotionally in response to various circumstances. Social Adjustment has a mean of 23.15 and a standard deviation of 5.08. It affects how well participants can adapt socially to various circumstances. The mean and standard deviation for personality integration are 19.54 and 5.04, respectively. It determines the degree to which participants' personality traits have been incorporated. The mean and standard deviation of independence are both 19.94 and 4.43. It determines how far individuals have progressed towards independence of thinking and action.

*Table no.2 showing relationship between Emotional Maturity and Youth Problems*

Variable	FP	SCP	SP	PP	ES	EP	SA	PI	ID
FP	1	.77**	.64**	.57**	.33**	.36**	.007	.21	.07
SCP		1	.82**	.73**	.49**	.52**	-.03	.33**	.10
SP			1	.70**	.39**	.38**	.04	.40**	.17
PP				1	.49**	.45**	.15	.35**	.17
ES					1	.63**	.21	.51**	.44**
EP						1	.37**	.52**	.30**
SA							1	.61**	.23
PI								1	.44**
ID									1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficients between the variables Family Problem (FP), School College Problem (SCP), Social Problem (SP), Personal Problem (PP), Emotional Stability (ES),

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Emotional Progression (EP), Social Adjustment (SA), Personal Integration (PI), and Independence (ID) are displayed in the above correlation Table no. 2. A matrix of correlation coefficients is created as a result of comparing each variable to every other variable. The variables FP and SCP have a coefficient of  $.774^{**}$ , which is the highest possible level of positive correlation. This implies a close connection between both variables, whereby as one variable rises, the other is likely to follow suit. Family Problem, Social Problem, Personal Problem, Emotional Stability, and Emotional Progression have a positive correlation and are statistically significant at the  $.01$  level. Family Problem Social Adjustment, Personal Integration, and Independence have no significant correlation.

With a coefficient of  $.82^{**}$ , School/College Problem and Social Problem had the second highest positive connection. This implies that these factors likewise have a strong positive connection that is significant at  $0.01$  levels. Personal Problem, Emotional Stability, Emotional Progression, and Personal Integration all have good relationships with the School/College Problems dimension. Independent behaviour and social adjustment have no relationship to one another.

The Personal Problem, Emotional Stability, Emotional Progression, and Personal Integration all have favourable correlations with the Social Problem. The relationship between social problem and personal problem has been determined to be positively correlated most strongly  $.70^{**}$ . It has been discovered that there is a positive association between social problems and emotional stability, which is  $.39^{**}$ . It has been discovered that there is a positive association between social problems and emotional development  $.38^{**}$ . It has been discovered that there is a positive association between social problems and personal integration  $.40^{**}$ . This shows that these factors, which are significant at  $0.01$  levels, have a strong positive connection. Independent behaviour and social adjustment have no relationship to one another.

The coefficients of the somewhat positive correlation between Personal Problem and Emotional Stability and Emotional Progression range from  $.45^{**}$  to  $.49^{**}$ . This implies that these factors tend to increase together with Personal Problem, but less so than with Family Problem and School College Problem. There is a  $.49^{**}$  moderately positive correlation between personal problems and emotional stability. Personal Problem and Emotional Progression have a moderately favourable association, which is  $.45^{**}$ . Personal Problem and Personal Integration have been determined to have a  $.35^{**}$  moderately favourable association. Social Adjustment, Independence, and Personal Problems are unrelated.

Emotional Progression, Personal Integration, and Independence are all positively correlated with emotional stability. Emotional Stability and Emotional Progression have been proven to have a substantial positive association, which is Emotional Stability and Personal Integration have been discovered to have a positive association, which is  $.63^{**}$  and  $.51^{**}$ . It has been discovered that Emotional Stability and Independence have a positive association  $.44^{**}$ . There is no link between Social Adjustment and Emotional Stability.

Social Adjustment, Personal Integration, and Independence are positively correlated with emotional progression. The two variables, Emotional Progression and Social Adjustment, have been proven to positively correlate  $.37^{**}$ . It has been discovered that Personal Integration and Emotional Progression have a positive association  $.52^{**}$ . It has been discovered that emotional development and independence have a positive association  $.30^{**}$ .

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Social Adjustment and Personal Integration are positively correlated. The two variables, Social Adjustment and Personal Integration have been proven to be positively correlated. The relationship between social adjustment and independence was not found to be significant.

Independence and Personal Integration are positively correlated. There is a .44\*\* positive correlation between personal integration and independence.

### CONCLUSION

We can see from the table that: Every association in the table is statistically significant and is designated by \*\*.

The diagonal of the matrix displays the one-to-one connection between each variable and itself.

The table shows multiple significant relationships. For instance, there is a substantial positive connection .77\*\* between Family Problem and School College Problem. A substantial positive connection exists between Family Problem and Social Problem, with a .64\*\* correlation between the two variables. Even more strongly, there is a .82\*\* association between School College Problem and Social Problem. Strong correlations between these variables imply that they may be measuring comparable constructs or being influenced by similar underlying factors.

The table also contains a number of weak or moderate relationships. For instance, there is only a .23 correlation between Social Adjustment and Personal Integration, which is a marginally positive association. Emotional Stability and Social Adjustment have a .21 correlation, which is a somewhat positive association. These poor correlations imply that these variables might be measuring various constructs or might be affected by various underlying variables.

### Limitation

The study has been limited to only 70 college girls' students. The study has been conducted in Haryana state district Sirsa only. The study has been limited to use of only nine psychological variables i.e., five of Emotional Maturity and four of Youth Problem.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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