

**Comparative Study**

## **A Comparative Study on Association Between Behavioural Problem and Emotional Maturity**

Dr. Nibedita Priyadarshani<sup>1\*</sup>

### **ABSTRACT**

The purpose of the study was to examine teenage behaviour problems and emotional maturity in rural and urban settings. Through the use of a stratified random sampling technique, one hundred collegiate students—fifty males and fifty females—from both rural and urban schools in the Haridwar district were personally contacted. For data collection, Dr. Venkatesan's (2015) behavioural problem schedule and Drs. Yashvir Singh and Mahesh Bhargav's (2012) emotional maturity scale were used. Correlation analysis was performed. The study's conclusions indicated that teenagers living in rural areas had lower levels of emotional maturity and behavioural problems. Emotional maturity and behavioural issues are positively correlated in urban teenagers.

**Keywords:** *Adolescents, Behavioural Problem, Emotional Maturity, Emotional Stability, Emotional Progression, Personality Integration*

One of the most important phases of human lifespan is adolescent. This period is characterized by a rapid rate of psychological and physical growth. According to 2011 census, adolescents are of 361 million which is 28% of India's 1.2 billion people. Pandey et al, 2018 have given importance on maintenance of crucial knowledge and abilities on mental health of adolescents in their studies. Pathak et al (2011) found 30.4% of school going adolescents between ages of 12-18 experienced emotional and behavioural issues. According to WHO 2020 adolescents were most frequently seen with conduct disorder, attention deficit and depressive disorder. According to Harikrishan and Sailo (2021), over 10% of adolescents enrolled in school had emotional and behavioural problems. In their study, Masare et al. (2019) found that, of 304 teachers, 7.2% reported having borderline difficulties overall and 3.6% was classified as abnormal. In school-age children, externalising problems were more common than internalising problems, according to research by Barman and Khanikor et al. (2018). According to NMHS (2017), 7.3% of teenagers deal with mental health problems of some kind. When children and teenagers experience emotional and behavioural problems, it negatively impacts their academic performance, interpersonal relationships, and other areas (Fatorie et al, 2013). Emotional and behavioural issues can result in drug abuse, risk-taking behaviours, low attendance, poor academic performance, interpersonal issues, and even suicide.

<sup>1</sup>Assistant Professor (Education), Rani Dharm Kunwar Govt. Degree College, Khanpur, Haridwar, Uttarkhand  
*\*Corresponding Author*

**Received: February 6, 2024; Revision Received: May 22, 2024; Accepted: May 26, 2024**

## A Comparative Study on Association Between Behavioural Problem and Emotional Maturity

### Objectives

Following objective was framed for this study.

- To compare rural and urban adolescents on relationship between emotional maturity and behavioural problem.

### Research Design

2x2 factorial design was used. Two level of group (Rural &urban) and two sexes (Boys and girls) were matched.

### Sample

Using a stratified random sampling technique, a total of 100 subjects—50 boys and 50 girls—were personally contacted from both rural and urban schools in the Haridwar district. Every student was paired according to age and educational attainment. All students were from the eleventh grade at Holi Cross Senior Secondary School in Laksar and Bhagwan Sankar Inter College in Khanpur.

### Hypothesis

- Considering the main objective of the study following hypothesis was framed.
- Rural and urban adolescents will differ on correlation of behavioural problem and emotional maturity.

### Tools Used

The following standardized tools were used for data collection

- Emotional Maturity scale developed by Dr. Yashvir Singh & Dr. Mahesh Bhargava (2012) for measuring emotional maturity.
- Problem behavioural survey schedule prepared by Dr. S. Venkatesan (2015)

### Description of the tools used

#### Emotional Maturity Scale

This scale consists 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:

**Table1: 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                 |

### 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.

## A Comparative Study on Association Between Behavioural Problem and Emotional Maturity

### *Problem behavior survey schedule*

Problem behavior survey schedule consists of 100 items grouped under 11 domains as given below (Table 2)

**Table no.2: Distribution of domain under PBSS**

| Sr.No. | Domains of PBSS              | Items |
|--------|------------------------------|-------|
| 1      | Violent-destructive behavior | 16    |
| 2      | Temper tantrum               | 4     |
| 3      | Misbehavior with others      | 14    |
| 4      | Self injurious behaviour     | 11    |
| 5      | Repetitive behaviour         | 9     |
| 6      | Odd behavior                 | 10    |
| 7      | Hyperactivity                | 3     |
| 8      | Rebellious behaviour         | 6     |
| 9      | Antisocial behavior          | 14    |
| 10     | Fears                        | 4     |
| 11     | Any other                    | 9     |
|        | Total                        | 100   |

The eleven domains of problem behaviours are also classified into two distinct directional categories: Externalising (E) and Internalising (I) problem behaviour Cronbach's alpha correlation coefficients of reliability between domains varied between 0.18 and 0.89.

### *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. In problem behavior schedule, the investigator had read out each item on the tool to verify whether that particular problem is indeed "present" or "absent" in a given student. If present the next level of exploration involves enquiring whether that particular problem behavior is present in the given child 'occasionally' or 'frequently' as perceived in the given child by the teacher. According to the response the investigator put tick mark (√) against appropriate place.

### **Scoring procedure of tools**

#### **(a) 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.

## A Comparative Study on Association Between Behavioural Problem and Emotional Maturity

### (b) Problem behaviour schedule

The scoring of each child's response on the PBSS was calculated in two ways: 'Frequency score' (FS) based on presence or absence of given problem behaviors; and the 'Intensity/Severity score (I/SS).' The former was marked as 'present' or 'absent'. While the 'absent' was scored as zero, the 'present' items are scored as 'present occasionally' (score: 1) or 'present frequently' (Score: two). Thus, the maximum possible Frequency Score (FS) on PBSS is 100 and Intensity/ severity score (I/SS) is 200. Further each child's behavior was scored as 'Directionality Score' (DS) in terms of 'internalizing' (DS-I) and /or 'externalizing' (DS-E) patterns of problem behavior.

### Statistical Techniques used

For the present study correlation was applied for the purpose.

## RESULT AND DISCUSSION

**Table No 3: Correlation Matrix of Rural Adolescents**

| Dimensions of variables | ES   | EP   | SA   | PI   | I    | Total EM | DSE   | DSI   | FS   | ISS   | Total BP |
|-------------------------|------|------|------|------|------|----------|-------|-------|------|-------|----------|
| ES                      | 1.00 | 0.73 | 0.71 | 0.61 | 0.55 | 0.87     | -0.08 | -0.11 | 0.25 | -0.24 | -0.08    |
| EP                      |      | 1.00 | 0.71 | 0.58 | 0.60 | 0.86     | -0.17 | -0.24 | 0.28 | -0.36 | -0.17    |
| SA                      |      |      | 1.00 | 0.74 | 0.65 | 0.90     | -0.03 | -0.06 | 0.16 | -0.13 | -0.02    |
| PI                      |      |      |      | 1.00 | 0.63 | 0.83     | -0.10 | 0.03  | 0.09 | -0.07 | -0.01    |
| I                       |      |      |      |      | 1.00 | 0.79     | -0.15 | -0.11 | 0.15 | -0.20 | -0.10    |
| EMTOTAL                 |      |      |      |      |      | 1.00     | -0.12 | 0.12  | 0.22 | -0.24 | -0.09    |
| DSE                     |      |      |      |      |      |          | 1.00  | 0.68  | 0.26 | 0.76  | 0.94     |
| DSI                     |      |      |      |      |      |          |       | 1.00  | 0.26 | 0.67  | 0.84     |
| PS                      |      |      |      |      |      |          |       |       | 1.00 | -0.34 | 0.32     |
| ISS                     |      |      |      |      |      |          |       |       |      | 1.00  | 0.78     |
| TOTAL BP                |      |      |      |      |      |          |       |       |      |       | 1.00     |

**Table No 4: Correlation Matrix of Urban Adolescents**

| Dimensions of variables | ES   | EP   | SA   | PI   | I    | Total EM | DSE   | DSI  | FS    | ISS   | Total BP |
|-------------------------|------|------|------|------|------|----------|-------|------|-------|-------|----------|
| ES                      | 1.00 | 0.80 | 0.49 | 0.53 | 0.46 | 0.81     | 0.20  | 0.13 | 0.22  | -0.04 | -0.08    |
| EP                      |      | 1.00 | 0.71 | 0.63 | 0.62 | 0.89     | -0.17 | 0.15 | 0.11  | 0.03  | 0.09     |
| SA                      |      |      | 1.00 | 0.80 | 0.67 | 0.64     | 0.17  | 0.07 | -0.15 | 0.28  | 0.13     |
| PI                      |      |      |      | 1.00 | 0.75 | 0.66     | 0.23  | 0.18 | 0.02  | 0.19  | 0.16     |
| I                       |      |      |      |      | 1.00 | 0.79     | 0.17  | 0.17 | 0.04  | 0.19  | 0.17     |
| EM TOTAL                |      |      |      |      |      | 1.00     | 0.23  | 0.16 | 0.07  | 0.16  | 0.16     |
| DSE                     |      |      |      |      |      |          | 1.00  | 0.28 | 0.58  | 0.77  | 0.92     |
| DSI                     |      |      |      |      |      |          |       | 1.00 | 0.35  | 0.26  | 0.99     |
| FS                      |      |      |      |      |      |          |       |      | 1.00  | 0.12  | 0.64     |
| ISS                     |      |      |      |      |      |          |       |      |       | 1.00  | 0.84     |
| TOTAL BP                |      |      |      |      |      |          |       |      |       |       | 1.00     |

Table no.3 shows the co-efficient of correlation between directionality score in externalizing behavioral problem and emotional stability is -0.08. That means there is negative and negligible relationship between externalizing behavioural problem and emotional stability. The co-efficient of correlation between directionality score of externalizing problem behaviour and emotional progression is (-0.17). It refers that there is negative and very negligible relationship between externalizing problem behaviour and emotional progression. The co-efficient of correlation between directionality score of externalizing problem behavior and social adjustment is - 0.03. That means there is negative and negligible

## A Comparative Study on Association Between Behavioural Problem and Emotional Maturity

relation between externalizing problem behavior and social adjustment. The co-efficient of correlation between directionality score of externalizing and personality integration is - 0.10. That means there is negative but very low relationship between externalizing behavioral problem and personality integration. The co-efficient of correlation between directionality score of externalizing and independence, a dimension of emotional maturity is -0.15. That means there is negative but very low relationship between externalizing behavioral problem and independence. The co-efficient of correlation between directionality score of externalizing and total emotional maturity is -0.12. That means there is negative but very low relationship between externalizing behavioral problem and emotional maturity. The co-efficient of correlation between directionality score of internalizing and emotional stability, a dimension of emotional maturity is - 0.11. That means there is negative but very low relationship between internalizing behavioral problem and emotional stability. The co-efficient of correlation between directionality score of internalizing and emotional progression, a dimension of emotional maturity is - 0.24. That means there is negative but very low relationship between internalizing behavioral problem and emotional progression. The co-efficient of correlation between directionality score of internalizing and social adjustment, a dimension of emotional maturity is - 0.06. That means there is negative but very low relationship between internalizing behavioral problem and social adjustment. The co-efficient of correlation between directionality score of internalizing and personality integration, a dimension of emotional maturity is 0.03. That means there is positive but very low relationship between internalizing behavioral problem and personality integration. The co-efficient of correlation between directionality score of internalizing and independence, a dimension of emotional maturity is -0.11. That means there is negative but very low relationship between internalizing behavioral problem and independence. The co-efficient of correlation between directionality score of internalizing and total emotional maturity is 0.12. That means there is positive but very low relationship between internalizing behavioral problem and emotional maturity. The co-efficient of correlation between frequency score, a dimension of problem behavior and emotional stability, a dimension of emotional maturity is 0.25. That means there is positive but very low relationship between frequency score of behavioral problem and emotional stability. The co-efficient of correlation between frequency score, a dimension of behavioural problem and emotional progression, a dimension of emotional maturity is 0.28. That means there is positive but very low relationship between frequency score of behavioral problem and emotional progression. The co-efficient of correlation between frequency score, a dimension of behavioural problem and social adjustment, a dimension of emotional maturity is 0.16. That means there is positive but very low relationship between frequency score of behavioral problem and social adjustment. The co-efficient of correlation between frequency score, a dimension of behavioural problem and personality integration, a dimension of emotional maturity is 0.09. That means there is positive but very low relationship between frequency score of behavioral problem and social adjustment. The co-efficient of correlation between frequency score, a dimension of behavioural problem and independence, a dimension of emotional maturity is 0.15. That means there is positive but very low relationship between frequency score of behavioral problem and independence. The co-efficient of correlation between frequency score, a dimension of behavioural problem and total emotional maturity is 0.22. That means there is positive but very low relationship between frequency score of behavioral problem and emotional maturity. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and emotional stability, a dimension of emotional maturity is -0.24. That refers there is negative but negligible relationship between intensity severe score of behavioral problem and emotional stability. The co-efficient of correlation between intensity severe score, a dimension of behavioural

## A Comparative Study on Association Between Behavioural Problem and Emotional Maturity

problem and emotional progression, a dimension of emotional maturity is  $-0.36$ . That refers there is negative but negligible relationship between intensity severe score of behavioral problem and emotional progression. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and social adjustment, a dimension of emotional maturity is  $-0.13$ . That refers there is negative but negligible relationship between intensity severe score of behavioral problem and social adjustment. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and personality integration, a dimension of emotional maturity is  $-0.07$ . That indicates there is negative but negligible relationship between intensity severe score of behavioral problem and personality integration. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and independence, a dimension of emotional maturity is  $-0.20$ . That refers there is negative but negligible relationship between intensity severe score of behavioral problem and independence. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and total emotional maturity is  $-0.24$ . That states that there is positive but negligible relationship between intensity severe score of behavioral problem and emotional maturity. The co-efficient of correlation between total behavioural problem and emotional stability, a dimension of emotional maturity is  $-0.08$ . That refers there is negative but negligible relationship between behavioral problem and emotional stability. The co-efficient of correlation between total behavioural problem and emotional progression, a dimension of emotional maturity is  $-0.17$ . That indicates that there is negative but negligible relationship between behavioral problem and emotional progression. The co-efficient of correlation between total behavioural problem and social adjustment, a dimension of emotional maturity is  $0.02$ . That refers there is positive but negligible relationship between behavioral problem and social adjustment. The co-efficient of correlation between total behavioural problem and personality integration, a dimension of emotional maturity is  $-0.01$ . That means that there is negative but negligible relationship between behavioral problem and personality integration. The co-efficient of correlation between total behavioural problem and independence, a dimension of emotional maturity is  $-0.10$ . That shows that there is negative but negligible relationship between behavioral problem and independence. The co-efficient of correlation between total behavioural problem and total emotional maturity is  $-0.09$ . That indicates that there is negative but very negligible relationship between behavioral problem and emotional maturity.

Table No. 4 states that externalising behavioural problem and emotional stability have a  $0.20$  coefficient of correlation. So, there is positive and negligible between two variables. The directionality score of problem behaviour that is externalising and emotional growth have a  $-0.17$  coefficient of association. It implies that there is a weak and negative correlation between externalising problematic behaviour and emotional progression. Social adjustment and directionality score of externalising problem behaviour had a  $0.17$  coefficient of association. That indicates externalising problematic conduct and social adjustment have a positive and insignificant relationship. The directionality score of externalising and personality integration have a  $0.23$  coefficient of correction. The link between externalising behavioural problems and personality integration is therefore positive but very weak. The directionality score of externalising and independence, a component of emotional development, have a  $0.17$  correlation coefficient. Thus, externalising behavioural problems and independence have a favourable but weak association. The directionality score of externalising and overall emotional development have a  $0.23$  connection coefficient. The association between externalising behavioural problems and emotional development is therefore positive but very weak. The directionality score of internalising and emotional stability, a component of emotional maturity, have a  $0.13$  coefficient of connection. Thus,

## A Comparative Study on Association Between Behavioural Problem and Emotional Maturity

internalising behavioural problems and emotional stability have a favourable but weak association. The directionality score of internalising and emotional growth, a component of emotional maturity, have a 0.15 coefficient of connection. Thus, internalising behavioural problems and emotional development have a positive but weak association. The directionality score of internalising and social adjustment, a component of emotional maturity, have a 0.07 correlation coefficient. That implies that internalising behavioural problems and social adjustment have a positive but weak association. The directionality score of internalising and personality integration, a component of emotional maturity, have a 0.18 coefficient of connection. Thus, internalising behavioural problems and personality integration have a favourable but weak association. The directionality score of internalising and independence, a component of emotional maturity, have a 0.17 correlation coefficient. Therefore, there is a relationship between internalising behavioural problems and independence that is both positive and relatively weak. Internalizing behavioural problem directionality score and overall emotional maturity have a co-efficient of correlation of 0.16 which indicates a positive but extremely weak association between the two. The frequency score, a measure of problem behaviour, and emotional stability all have a 0.22 coefficient of connection. That implies the frequency score, a behavioural problem dimension, and emotional progression have a coefficient of correlation of 0.11. This indicates a positive and weak, correlation between the frequencies score of behavioural problem and emotional progression. The coefficient of correlation between the frequency score, a behavioural problem dimension, and the social adjustment is -0.15. That implies that the frequency of behavioural problems and social adjustment have a relatively modest yet negative link. The correlation coefficient between the frequency score, a behavioural problem dimension, and personality integration is 0.02. This indicates that the frequency score of behavioural problem and personality integration have a favourable but very little association. The coefficient of correlation between the frequency score, a behavioural problem dimension, and independence, an emotional maturity dimension, is 0.04. Therefore, the correlation between the frequency score of behavioural problem and independence is positive but very weak. The correlation coefficient between the frequency score, a behavioural problem factor and overall emotional maturity is 0.07. The frequency score of behavioural problem and emotional maturity have a favourable but extremely weak link. The intensity severe score, a behavioural problem dimension, and emotional stability have a -0.04 connection coefficient. That implies that there is a weak but unfavourable correlation between the severity of a behavioural problem's intensity score and emotional stability. The intensity severe score, a behavioural problem dimension, and emotional progression have a coefficient of correlation of 0.03. That means there is a slight but favourable correlation between the severity score of a behavioural problem's intensity and an individual's emotional development. The correlation coefficient between the intensity severe score, the behavioural problem and social adjustment dimensions is 0.28. That means there is a slight but favourable correlation between social adjustment and the severity score of a behavioural disorder. The correlation coefficient between the intensity severe score, a behavioural problem dimension, and personality integration, an emotional maturity dimension is 0.19. That suggests a slight but positive association between the severity of the behavioural problem's intensity score and personality integration. The intensity severe score, a behavioural problem and independence dimension, and an emotional maturity dimension have a co-efficient of correlation of 0.19, which indicates a positive but insignificant association between the two dimensions. The coefficient of correlation between the behavioural problem's intensity severe score, one of its dimensions, and overall emotional maturity is 0.16, indicating a slight but complimentary association between the two variables. The correlation coefficient between overall behavioural problem and emotional stability, a measure of emotional maturity, is - 0.08,

## **A Comparative Study on Association Between Behavioural Problem and Emotional Maturity**

indicating a slight but negative association between the two. There is a positive but insignificant association, between behavioural problem and emotional stability. The coefficient of correlation between overall behavioural problem and emotional progression is 0.09. The correlation coefficient between overall behavioural problems and social adjustment, a measure of emotional maturity, is 0.13, indicating a slight but positive association between the two. Total behavioural problems and personality integration, a component of emotional maturity, have a 0.16 coefficient of connection. It follows that behavioural issue and personality integration have a positive but small link. Total behavioural problems and independence, a component of emotional maturity, have a 0.17 coefficient of connection. This demonstrates that there is a slight but positive correlation between behavioural issue and independence. Overall behavioural problem and total emotional maturity have a 0.16 connection coefficient. This suggests that behavioural disorder and emotional maturity have a favourable but very small link. The directionality score of externality, one of the dimensions of behavioural problem, and total behavioural problem have a 0.92 coefficient of connection. The correlation between behavioural problem and externalising behavioural problem is therefore positive but extremely strong.

### **CONCLUSION**

From the above result and discussion it is evident that rural adolescents having high emotional maturity exhibit less behavioural problem and vice-versa whereas urban adolescents even if having high emotional maturity level show more external and internal behavioural problem. Guidance and counseling is needed for making adolescents more emotionally mature. The emotionally stable adolescents are able to do what is required of him in any given situation. Emotional progression person feels adequate advancement and growing vitality of emotion in relation to environment to ensure a positive thinking. Mature adolescents have personality integration and independence attitude.

### **REFERENCES**

- Barman N. & Khanikor, M.S. 2018. Prevalence of behavioural problems among school children: a pilot study. *International journal on Health Science Research*, 8(12), 95-101, [www.ijhsr.org](http://www.ijhsr.org)
- Khan F., Johan N. Assessment of Behavioural problem among adolescents of a selected school in New Delhi. *Indian journal Youth Adol youth*, 2021: 18-21.
- Fatori, D. Bordin, I.A., Curto, B.M. & De Paula, C.S. (2013) Influence of psychological risk factors on the trajectory of mental health problems from childhood to adolescence: a longitudinal study. *BMC Psychiatry* 13(1), 1-6.
- Harikrishan, U., & Sailo, G.L. (2021) Prevalence of emotional and behavioural problems among school going adolescents: A cross section study. *Indian Journal of Community Medicine*, 46(2), 232.
- Masare, M.S., Patale, P.J. & Bansode-Gokhe, S.S. (2019) Behavioural and emotional problems in school children: teachers and parents perspectives.
- Pathak, R., Sharma, R.C., Parvan, U.C., Gupta, B.P., Ojha, R.K.&Goel, N.K. 2011. Behavioural and emotional problems in school going adolescents. *The Australasian medical journal*, 4(1), 15.
- Mahanta, P. Deuri, S.P. & Ali A. (2021). Emotional and Behavioural Problems among school going adolescents. *International Journal of Indian Psychology*, 9(4), 718-726. DIP 18.01.070.20210904, DOI :102521510904.070



## **A Comparative Study on Association Between Behavioural Problem and Emotional Maturity**

### ***Acknowledgment***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

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

The author(s) declared no conflict of interest.

***How to cite this article:*** Priyadarshani, N. (2024). A Comparative Study on Association Between Behavioural Problem and Emotional Maturity. *International Journal of Indian Psychology*, 12(2), 2500-2508. DIP:18.01.216.20241202, DOI:10.25215/1202.216