

# EMOTIONAL MATURITY ACROSS CERTAIN DEMOGRAPHIC VARIABLES

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## ABSTRACT

The present study was conducted to investigate emotional maturity among students in relation to certain demographic variables viz. academic stream, gender and locality. Descriptive survey method of research was used for collecting the data using Emotional Maturity Scale constructed by Yeshver, S. and Mahesh, B. (2005). Sample included 320 randomly selected students of class 10+2 from various schools at Darbhanga town (Bihar). Descriptive and inferential statistics were used to compare the means between the groups. Findings of the study revealed that (1) there is significant difference between male and female students with respect to their emotional maturity (2) there is significant difference between rural and urban students with respect to their emotional maturity and (3) there is significant difference between science and arts students with respect to their emotional maturity. It is recommended that similar research with appropriate methodology and design may be used to ascertain the degree of conformity which this research has on the above said variable, namely, emotional maturity.

**Keywords:** Emotional Maturity, Academic Stream, Adolescent, Demographic Variables

## INTRODUCTION

Emotions are basic primeval and great motivating force affecting aspirations, actions and thoughts of an individual. It not only impels us to action but often serve as goals of action also. A healthy emotional development leads to emotional maturity which enables the individual to understand and manage emotions and to create the life he desire. The term 'emotions' is derived from the Latin word 'Emovere' which means to move out, stirrup? A person can be called emotionally matures if he is able to express his emotions in significant degree with responsible control in an appropriate manner. Some people have severe difficulty in expressing their emotion and understanding emotion of others. Psychologists call this Alexithymia, meaning 'lack of emotions'. Bhagavat Gita too tells about person with a balanced mind and calls such a person "Sthitha Pragna". Such a person, Gita says, is not elated when there is happiness, nor would feel miserable when faced with sorrow. Thus, a balanced mind gives an adolescent the right attitude and right direction when faced with a problem or crisis. Such a person would be putting in his best efforts to perform any job assigned to him in a most effective manner. According to Finley (1996), "Maturity is the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner".

Rajakumar, M. and Soundararajan, M. (2012) conducted a study on higher secondary students' emotional maturity and reported (i) There is significant difference between male and female higher secondary students with respect to level of Emotional Maturity(ii) There is no significant difference between rural and urban higher secondary students with respect to their emotional maturity. Rinku, M. et al. (2014) studied higher secondary students' emotional maturity and achievement. They reported (i) there is significant difference between male and female higher secondary students with respect to level of emotional maturity (ii) there is no significant difference between rural and urban higher secondary students with respect to their Emotional Maturity. Lal Kumar, A.C. (2014) found non-significant difference between male and female on the measure of emotional maturity. However he reported a significant result between rural and urban higher secondary students. Surjit, S. and Parveen, T. (2011) conducted a study on "Emotional Maturity and Academic Achievement of High School Students". They observed non-significant differences between boys & girls and rural & urban students on the basis of their emotional maturity. Lakshmi and Krishnamurthy (2011) constructed a study on "Emotional Maturity of Higher Secondary School Students". In this study they found that there existed a significant difference between male and female students, urban and rural students and the students who lived in joint family and nuclear family system in respect of their emotional maturity. Sunil Kumar (2014) discloses that a significant correlation exists between emotional maturity and family relationship. From the review of literary sources it was noted that no conclusive result can be drawn in case of males & females, rural & urban samples on the measure of emotional maturity. Further very little study is conducted to see the impact of academic stream on emotional maturity. Hence the study titled, "Emotional Maturity among Adolescents in Relation to Certain Demographic Variables" was conducted to ascertain the results.

## CONCEPTUAL FRAMEWORK

### *Emotional Maturity: Concept and Definitions*

Emotional Maturity is one of the vital components of personality which characterizes multi-trait non-cognitive psychological concept. It is a state of balanced feeling and the process of impulse control through the agency of self. Emotional Maturity means, controlling your emotions rather than allowing your emotions to control you. According to Walter D. Smithson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. Operationally, 'emotional maturity' is defined as the ability of a person to understand and use one's emotions in personally controlled manner.

## RATIONALE OF THE STUDY

The students of today are the future citizens of tomorrow; therefore it is the responsibility of the stake holders to ensure that they are mentally and emotionally healthy. In order to face the complex realities of today's world, students are to be emotionally and academically mature. The demands of modern life require careful consideration of the psychosocial prerequisites for a successful life. Students, who are studying in schools located in rural areas when analyzed for their behaviour were found to have inappropriate behaviour. This kind of behavior leads to formation of negative thoughts like maladjustment, anxiety and lack of emotional maturity. These negative attitudes and lack of emotional maturity can greatly damage the personalities of adolescents in general and academics in particular. Though the considerable number of researches on emotional maturity in relation to other variables viz. adjustment, anxiety, academic achievement etc. are available but there is dearth of researches on emotional maturity in case of locality and academic stream. Hence this research is undertaken to probe emotional maturity of adolescents in relation to gender and locality and academic stream.

## OBJECTIVES

In the light of the review of the literatures, the present investigation was conducted with the following objectives:

1. To study the emotional maturity of adolescents across gender, locality and academic stream.
2. To investigate the significance of differences (if any) in the emotional maturity of adolescents across said demographic variables.

## HYPOTHESES

Based on the review of literature and aforementioned objective the present study formulated the following hypotheses:

1. There is no significant difference between male and female students on the measure of Emotional Maturity.
2. There is no significant difference between rural and urban students on the measure of Emotional Maturity.
3. There is no significant difference between science and arts stream students on the measure of Emotional Maturity.

## DELIMITATIONS OF THE STUDY

1. The study has been confined to the senior secondary school students studying in class 10+2 only.
2. Size of sample was delimited to 320 only.
3. Emotional maturity is taken as the dependent variable
4. Gender (male and female) and locality(rural and urban) and academic stream (science and arts) are taken as independent variables
5. The tools used to gather data were:
  - Emotional Maturity Scale by Yeshver, S. & Mahesh, B. (2005)

## MATERIALS AND METHODS

### METHODOLOGY

This study utilized survey techniques due to its descriptive nature. This section is comprised of sample, research tool and procedure of the data collection.

### Sample

The present study was conducted on a representative sample of 320 10+2 class students randomly selected from Govt. Inter Colleges of Darbhanga District (Bihar). The ages of the students ranged from 16 to 18 years.

### TOOLS USED

The researcher used the following tools for collecting the data to study the research in hand.

#### *Emotional Maturity Scale by Yeshver, S. & Mahesh, B. (2005)*

Emotional Maturity Scale constructed by Dr. Yashver, S. and Mahesh, B. (2005) was used in the present study. 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.

## PROCEDURE OF DATA COLLECTION

The researcher collected the data personally with prior permission of the schools and concerned teachers. The administration of the test viz., Emotional Maturity Scale by Yeshver, S. & Mahesh, B. (1990) was completed following the instructions given by the author of the inventory.

## ANALYSIS OF THE DATA

Descriptive analysis (Mean, Standard Deviations) were undertaken and the 't' test was employed to compare the students in terms of significance of difference in mean scores of their emotional maturity.

## RESULTS AND DISCUSSION

### COMPARISON OF THE SAMPLE ON THE MEASURE OF CAREER MATURITY

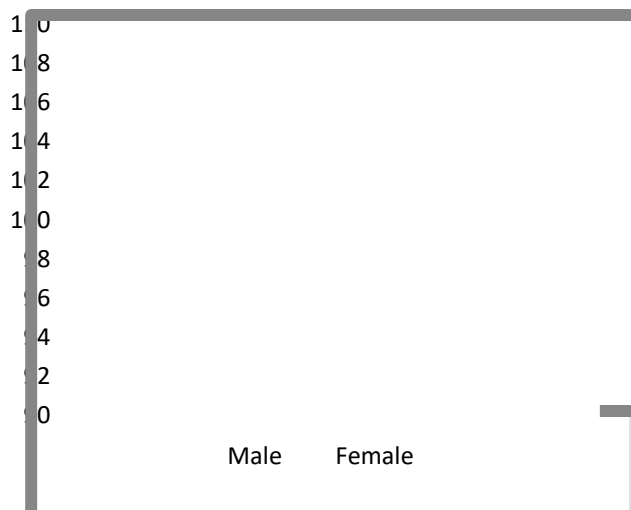
The comparison of the samples on the selected variable was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables:

**Hypothesis 1:** There is no significant difference between male and female students on the measure of Emotional Maturity.

**Table No.1**  
**Comparison of Emotional Maturity on the Basis of the Variable Gender**

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Gender	Male	160	101.71	13.43	3.141	.01
	Female	160	97.13	12.65		

The result in Table-1 depicts that there is a significant difference between male and female school students on the measure of emotional maturity favouring the former. It means that male students exhibited more emotional maturity than the female students. So the null hypothesis (1) stating that there is no significant difference between male and female students on the measure of emotional maturity is rejected and it may be reframed as "there is significant difference between male and female students on the measure of emotional maturity". Thus it may be concluded that significant levels of emotional maturity among male students may be due to their ability to perceive emotions constructively and to regulate them reflectively so as to promote emotional maturity to cope with the adverse life situation in a most benefiting and socially approved manner. This result is in the conformity with the finding of Vikrant, U. Upadgyay, S. K. (2004). A graphical representation is also given in figure 1 showing mean scores of emotional maturity of male and female adolescents through bar diagram.

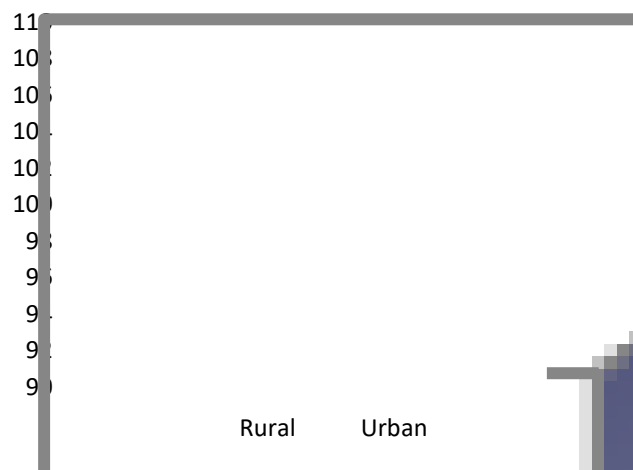


**Hypothesis 2:** There is no significant difference between rural and urban students on the measure of emotional maturity.

**Table No.2**  
**Comparison of Emotional Maturity on the Basis of the Variable Locality**

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Locality	Rural	160	100.57	13.87	2.419	.01
	Urban	160	104.23	13.21		

On the basis of locality, the calculated t- value is found to be 2.419 which is significant at 0.01 level of significance. This means that there exists a significant difference between rural and urban school students on the measure of emotional maturity. In this case urban students are found to be more emotionally mature than rural students. So the null hypothesis (2) stating that there is no significant difference between rural and urban students on the measure of emotional maturity is rejected and it may be reframed as “there is significant difference between rural and urban students on the measure of emotional maturity”. Thus it may be concluded that urban students displaying significant levels of emotional maturity may be due to their early and fullest exposure to the different academic resources and education scene. This finding is in line with the finding of Lakshmi, S. and Krishnamurthy, S. (2011). A graphical representation is also given in figure 2 showing mean scores of emotional maturity of male and female adolescents through bar diagram.

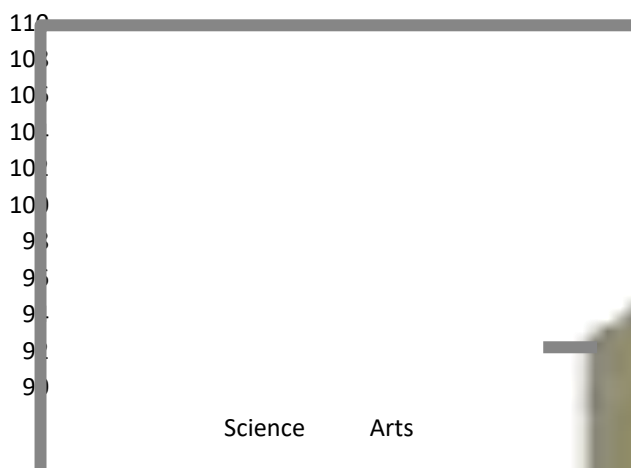


**Hypothesis 3:** There is no significant difference between science and arts stream students on the measure of emotional maturity.

**Table No.3**  
**Comparison of Emotional Maturity on the Basis of the Variable Academic Stream**

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Academic Stream	Science	160	98.64	12.30	1.82	.05
	Arts	160	96.09	12.72		

Perusal of the table-3 reveals that mean scores of emotional maturity for science and arts students are 98.64 and 96.09 and their S.Ds are 12.30 and 12.72 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 1.82 which is significant at .05 level of significance. Hence the null hypothesis (3) is rejected and it may be reframed as there is a significant difference between science and arts stream students on the measure of emotional maturity. Thus it may be concluded that science students displaying significant levels of emotional maturity may be due to their better cognitive ability, the ability to face reality and deal with it so as to enhance the self concept resulting into better emotional maturity. A graphical representation is also given in figure 3 showing mean scores of emotional maturity of male and female adolescents through bar diagram.



## CONCLUSION

It is evident from the study that differences do exist in emotional maturity of adolescents in case of gender, locality and academic stream. The male adolescents differ significantly on emotional maturity as compared to female adolescents. Urban adolescents are more career mature than their rural counterparts. The adolescents with science stream are better placed on the measure of career maturity as compared to arts stream adolescents. Based on the finding and discussions, it could be concluded that we must develop positive attitude, emotional stability, emotional progression, social adjustment, personality integration and independence among adolescents and aspire them for good career selection and performance. This type of study shall be helpful for educationist and psychologists as they make the children and adolescents more emotionally matured to cope out from their social anxiety and they become better citizens of the nation.

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