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Research Article

EMOTIONAL MATURITY OF ADOLESCENTS IN RELATION TO THEIR FAMILY CLIMATE

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ABSTRACT

The present investigation was meant to study the emotional maturity of adolescent students in relation to their family climate. For this purpose, sample of 200 adolescent students (100 boys and 100 girls) of higher secondary level were taken from Ludhiana city of Punjab. For this purpose, two questionnaires were used 1st was emotional maturity scale which is given by Dr. Yashvir Sinha and Mahesh Bhargava and 2nd was family climate scale by Dr. Beena Shah. The testing of hypotheses was done by using 'r' test to find out the relationship and 't' test was used to comparing the score of two groups (boys and girls). 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. This shows that family climate determinates emotional maturity of adolescent students.

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INTRODUCTION

Globalization and Information Technology have brought revolutionary changes in human culture and civilization. These unique trends are transforming the life of all individuals all over the world, especially of adolescents. The modernization has caused stress, anxiety and emotional disturbances in the youth and depression and anxiety rates have risen dramatically (Easterbrook, 2003). The present era has witnessed the importance of emotional maturity in the harmonious development of the adolescents.

Healthy organizational climate and supportive parent child relationships can help in nurturing positive behavior among youth. Emotionally matured person can make better adjustments in every life situations. Dosanjh (1960) defines Emotional maturity as a balanced personality. It is an ability to govern disturbing emotions, shows steadiness and endurance under pressure and stressful conditions. According to Singh (1990), Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth and development of an adolescent. In essence Emotional maturity means, controlling your emotions rather than allowing your emotions to control you. The family climate is crucial to the wellbeing, especially of adolescents.

A healthy family climate cultivates emotional maturity among adolescents. It has been found from studies that children living

in supportive and organized families were more likely to have increased self-confidence, social and emotional competence and were more self-sufficient, and had less anxiety (Moos & Moos, 2002). Family climate is an effective determinant in shaping the personality, attitudes and behavior of the adolescents and enhancing emotional maturity.

Operational Definitions of the Key Terms

The definitions of the terms used in the present study are as:

Emotional maturity: Emotional maturity is refined and developed ability to understand and use one's emotions in personally controlled ways.

Family climate: Family climate has been defined as the quality and quantity of the cognitive, emotional and social support available to the child in the family.

Adolescents: In the present study, students studying in high school or college between the age group of 15-20 years were considered as adolescents and taken as the sample of the study.

Statement of the Problem

The problem under study is formally entitled as

Significance of the Study

Emotional Maturity is said to be the foundation for leading a happy and well-adjusted life. If anyone lacks Emotional

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Maturity the life of the individual will be a maladjusted affair. In the present times, youth as well as children are facing many problems in life. These difficulties are giving rise to many emotional physical and psychological problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So emotional maturity is now emerging as a descriptive science. It is also seen that the healthy family support and acceptance from parents is very much crucial at this stage to make adolescent emotionally competent. Therefore, it motivated the Investigator to conduct a study on Emotional Maturity and Family Climate of adolescent Students.

METHODOLOGY

Design of the Study

The present study was descriptive survey in nature. The study was conducted on adolescent students of Ludhiana district in Punjab State.

Tools Used

Emotional Maturity Scale by Singh and Bhargava (1990) and Family Climate Scale by Shah (2001) was employed by the researcher for the purpose of data collection.

Statistical Techniques Used

In this study Descriptive statistics like, means, standard deviation, coefficient of correlation and Critical Ratio were calculated to draw meaningful inferences.

Sample: The study was conducted on a sample of 200 adolescents (100 boys and 100 girls) studying in higher secondary schools situated in rural and urban areas of Ludhiana district of the state of Punjab (India).

Objectives

The objectives of the study were-

1. To compare the emotional maturity of male and female adolescent students.
2. To compare the emotional maturity of rural and urban adolescent students.
3. To compare the family climate of male and female adolescent students.
4. To compare the family climate of rural and urban adolescent students.
5. To study the relationship between the emotional maturity and family climate of the adolescent students.

Hypotheses

1. There is no significant difference in the emotional maturity of male and female adolescent students.
2. There is no significant difference in the emotional maturity of rural and urban adolescent students.
3. There is no significant difference in the family climate of male and female adolescent students.
4. There is no significant difference in the family climate of rural and urban adolescent students.
5. There is no significant relationship between the emotional maturity and the family climate of adolescent students.

Analysis and Interpretation

Comparison of the Emotional maturity of male and female adolescents

To compare the Emotional maturity of male and female adolescents the researcher formulated the hypothesis as “there is no significant difference in the Emotional maturity of male and female adolescent students” and tested the hypothesis.

Table 1 Significance of difference in the Emotional maturity of male and female adolescents

Group	N	Mean	S.D.	C.R.value	Inference
Male adolescents	100	120.5	20.7	3.25	Significant at both 0.01 and 0.05level.
Female adolescents	100	130.4	21.8		

Table-1 shows that

The C. R. value is 3.25 which is significant at both levels i.e. 0.01 and 0.05 level of significance. Thus, the null hypothesis is rejected and it is concluded that there is significant difference in the Emotional maturity of the male and female adolescent students.

Comparison of the Emotional maturity of rural and urban adolescent student

To compare the Emotional maturity of rural and urban adolescents the researcher formulated the hypothesis as “there is no significant difference in the Emotional maturity of rural and urban adolescent students” and tested the hypothesis.

Table 2 Significance of difference in the Emotional maturity of rural and urban adolescent students

Group	N	Mean	S.D.	C.R. value	Inference
Rural adolescents	100	125.1	21.76	0.22	Not Significant
Urban adolescents	100	125.8	21.97		

Table-2 shows that

The C.R. value is 0.22 which is not significant at 0.01 and 0.05 level of significance. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Emotional maturity of rural and urban adolescent students.

Comparison of the Family climate of male and female adolescent students

To compare the Family climate of male and female adolescents the researchers formulated the hypothesis as “there is no significant difference in the Family climate of male and female adolescent students” and tested the hypothesis.

Table 3 Significance of difference in the Family climate of male and female adolescent students

Group	N	Mean	S.D.	C.R. value	Inference
Male adolescents	100	111.71	15.17	1.03	Not significant at 0.05 level.
Female adolescents	100	113.74	12.54		

Table-3 shows that

The C.R. value is 1.03 which is less than the table value (2.75) at 0.05 level of significance. Thus, the null hypothesis is

accepted and it is concluded that there no significant difference in the Family climate of male and female adolescent students.

Comparison of the Family climate of rural and urban adolescent student

To compare the Family climate of rural and urban adolescents the researcher formulated the hypothesis as “there is no significant difference in the Family climate of rural and urban adolescent students” and tested the hypothesis.

Table 4 Significance of difference in the Family climate of rural and urban adolescent students

Group	N	Mean	S.D.	C.R. value	Inference
Rural adolescents	100	112.50	12.63	0.23	Not significant.
Urban adolescents	100	112.95	15.16		

Table-4 shows that

The C.R. value is 0.23 which is not significant. Thus, the null hypothesis is accepted and it is concluded that there is no significant difference in the Family climate of rural and urban adolescent students.

Relationship between the Emotional maturity and the Family climate of the adolescent students

To study the relationship between the Emotional maturity and the Family climate of the adolescent students the researcher formulated the hypothesis as “There is no significant relationship between the Emotional maturity and the Family climate of adolescent students” and tested the hypothesis.

Table 5 Coefficient of correlation between the Emotional maturity and the Family climate of the adolescent students

Variable	N	Coefficient of Correlation	Inference
Adjustment	200	0.78	Significant at both .01 and .05 level
Family climate	200		

Table-5 shows that

The value of correlation between the Emotional maturity and the Family climate of the adolescent students is 0.78. The value is significant at both 0.01 and 0.05 level so, the null hypothesis that “There is no significant relationship between the Emotional maturity and the Family climate of the adolescent students” is rejected and it can be inferred that Adjustment is significantly and positively related with Family climate of the adolescent students.

FINDINGS AND DISCUSSION

1. There was significant difference in the Emotional maturity of the male and female adolescent students.
2. There was no significant difference in the Emotional maturity of rural and urban adolescent students.
3. There was no significant difference in the Family climate of male and female adolescent students.
4. There was no significant difference in the Family climate of rural and urban adolescent students.
5. Emotional maturity and family climate of adolescents were significantly and positively related with each other.

The reason for the above results may be that the protection, approval, support and affection provided by the family helps in making an adolescent an emotionally mature person. Results are in line with the studies conducted by Lamborn, Munts, Stein Berg (1991) and Kaur (2013) which shows that adolescents who perceived parental acceptance and healthy family climate are better adjusted and are more successful in their life. Mohan and Singh (1981 & 82) have also revealed the same results. Results are in line with Kumar (2014), Wani and Masih (2015) who studied the level of emotional maturity among university students and found significant differences in emotional maturity across gender.

CONCLUSION AND IMPLICATIONS

The present study highlights the relationship between emotional maturity and family climate of adolescent students. It is found that parental attitudes significantly accompany the developmental process of adolescents. The research can serve as a framework for development of healthy parent-child relationships. The parents should be made to realize that healthy family climate is most important for child's healthy development and sound behavioral manifestations. The thwarting of this type of climate may lead to various forms of maladjustments and stress among adolescents. Therefore, it is the responsibility of the institution, teachers and parents that the behavioral problems of adolescents should be identified very right time and immediate remedial measures should be provided to them for the betterment of their future.

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