

EMOTIONAL MATURITY AMONG INTACT AND BROKEN HOME ADOLESCENTS

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ABSTRACT : *In the present research an attempt was made to study emotional maturity among Intact and broken home adolescents. Sample consisted of 100 male adolescents (50 intact home adolescents and 50 broken home adolescents). Emotional maturity scale by P.Y. Singh and Mahesh Bhargav was used to measure various component of emotional maturity. To analyzed the data t test was used. Results indicated that significant difference was existed between intact and broken home adolescents on certain component of emotional maturity such as emotional instability, social maladjustment and personality disintegration.*

INTRODUCTION:

Maturity is the stage attained by the process of growth and development and body change resulting from heredity rather than learning. The term maturity is used to describe behavioral or physical changes which occurs as a direct result of genetic action and which emerges as the human grows older. Proposed a theory that nearly all development is controlled by motivation and so is independent of practice or experience. It is still thought by some psychologists that the development of much behavior may be maturational (Hurlock 1964).

The terms growth, development, maturation and learning all refer to the physical, mental, social, intellectual, emotional and moral changes which a person experiences as he advances through life. Maturation refers to the changes qualitative or qualitative- which result from the natural unfolding of inherited tendencies or the actualization of innate potentialities. Maturation and learning are not mutually exclusive processes but are inextricably connected and dependent upon each other. The developmental level of the individual is the resultant of interaction of maturation (heredity) and learning (environment) over a period of time and be expressed in from of this equation;

Developmental level= Maturation*Learning * Time.

The home is the influence personality development, relationships between the individual and the members of his family unquestionably rank first. By contrast with the home , the school is indeed secondary. The home is the person's primary environment from the time he is born until the day he dies. While it may change over the years, owing to relocation marriage, divorce, death and birth of new members, the family unit and the pattern of living that meets the needs of its members remain relatively constant.

A condition caused chaos in the family of internal conflict within a family that lead to psychological stress. Broken home is a term used to describe a household, usually in reference to parenting, in the which the family unit does not function properly accepted societal norms according to. This household Might Suffer from domestic violence, a dissolved marriage, drug abuse, or anything else that interferes with the upbringing of children.

Kalter (1977) also found that boys living in single parent homes as well as boys in reconstituted families show more aggression and problems with law than boys from intact families. However, girls living in single parent or reconstituted families were observed to have a wider range of problems such as aggression, sexual promiscuity, drug use and problems with school performance.

Burns A and Dunlop R (2002) study explores the theory that children of high conflict parents who remain together and children of low conflict parents who separate are comparatively more poorly adjusted as adults and less successful in their adult intimate relationships. It also explores the ability to predict these adolescents adjustment from their reports of family harmony. The subjects were interviewed at 13 to16 years of age and then ten years later. In the first stage of the study the parents and adolescents rated family conflict, and the self image, anxiety and depression of the adolescents were measured. In the second stage these measure were repeated, and their feeling on intimacy and relationships and family conflict were included.

Ruschena E, Prior M, Sanson A and Smart D (2005) study examined the effect of family transitions- that is, parental separation, divorce, remarriage and death – on the living of Australian children and adolescents. The study compared outcomes for young people experiencing transitions with a random comparison group whose parents remained together. Although significant differences between the group were found in measures of parent-teen conflict and parent-child attachment, no significant differences were found in behavioral and emotional adjustment, or in academic outcome or social competence. The study concluded that children demonstrate resilience in their experiences of family disruption.

O'Connor et al (2001) report some suggestive findings from such a study. They found that, while biological and adopted children who had experienced a parental divorce displayed similarly elevated rates of behavioral problems and substance use compared with their peers in intact families, a different pattern was found for academic and social competence outcomes. While children from biological families also had lower levels of academic achievement and social competence than their peers in intact families, there were no differences between adopted children in divorce and intact families. They note that "the findings for psychopathology are consistent with an environmentally mediated explanation for the association between parents' divorce and children's adjustment the finding for achievement and social adjustment are consistent with a genetically mediated explanation". These results show that if genetic mechanisms are involved they have differential effects in different spheres of development.

Wallerstein (2005) noted that the bond between parents and their children will transform during the breakup period and can bring about immediate emotional and behavioral changes. Parental actions and mirrored changes in feelings and behaviors of children.

OBJECTIVES:

1. To study and compare various components of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, and overall emotional maturity of male adolescents with regards to intact home adolescents.
2. To study and compare various components of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, and overall emotional maturity of male adolescents with regards to broken home adolescents.

Hypotheses:

1. There will be no significant difference between various components of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, and overall emotional maturity of male adolescents with regards to intact home adolescents.
2. There will be no significant difference between various components of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, and overall emotional maturity of male adolescents with regards to broken home adolescents.

Sample:

In present research 100 male adolescents (50 intact home adolescents and 50 broken home adolescents) of intact and broken home were randomly selected from different areas of Ahmadabad city.

VARIABLE:

In present research 100 male adolescents (50 intact home adolescents and 50 broken home adolescents) is considered as independent variable. Scores of various components of emotional maturity such as emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence, and overall emotional maturity are considered as dependent variables.

TOOL:

In present research Emotional maturity scale by P.Y. Singh and Mahesh Bhargava was used to measure various components of emotional maturity.

RELIABILITY AND VALIDITY:

The reliability of the scale was determined by test-retest method and internal consistency. The product moment 'r' between the two testings was .75. The internal consistency of the scale was checked by calculating correlations between total scores and scores on each of the 5 areas. The values of internal consistency of its various areas varies from .42 to .86. The scale was validated against external criteria i.e. the product moment correlation obtained between total scores on all twenty one items and total scores on EMS was .64.

PROCEDURE:

Emotional maturity scale was administered in small manageable group of participants, before this rapport was established with each adolescent. After completion the data collection responses of each participant of the scale was scored by the scoring key of scale.

STATISTICAL ANALYSIS:

To analyze the data t-test was used.

RESULT AND DISCUSSION:

Mean, SD and t value of various component of Emotional maturity of 100 male adolescents

Emotional maturity		N	M	SD	t	Level of sig.
Emotional instability	Intact Home	50	35.04	10.78	2.64	.05
	Broken Home	50	30.34	6.53		
Emotional regression	Intact Home	50	33.36	8.27	1.68	Ns
	Broken Home	50	30.96	5.77		
Social maladjustment	Intact Home	50	38.38	11.10	4.31	.01
	Broken Home	50	30.14	7.70		
Personality disintegration	Intact Home	50	34.58	9.29	2.65	.01
	Broken Home	50	30.46	5.88		
Lack of independence	Intact Home	50	33.40	10.70	1.04	NS
	Broken Home	50	31.34	9.00		

Table no 1 attempt is made to find out the difference between intact home and broken home adolescence on Emotional instability with the t test. The 't' ratio of intact home and broken home adolescence on Emotional instability is 2.64. Which is significant at .05 level. It means intact home adolescent differ significantly as compared to broken home adolescents. It can seen in mean score also. The mean score of intact home adolescent is 35.04 (SD=10.78) and mean score of broken home adolescents is 30.34 (SD=6.53).

Table no 1 attempt is made to find out the difference between intact home and broken home adolescence on Emotional regression with the t test. The 't' ratio of intact home and broken home adolescence on Emotional regression is 1.68. Which is not significant. It means intact home adolescent do not differ significantly as compared to broken home adolescents. It can seen in mean score also. The mean score of intact home adolescent is 33.36 (SD=8.27) and mean score of broken home adolescents is 30.96 (SD=5.77).

Table no 1 attempt is made to find out the difference between intact home and broken home adolescence on Social maladjustment with the t test. The 't' ratio of intact home and broken home adolescence on Social maladjustment is 4.31. Which is significant at .01 level. It means intact home adolescent differ significantly as compared to broken home adolescents. It can seen in mean score also. The mean score of intact home adolescent is 38.38 (SD=11.10) and mean score of broken home adolescents is 30.14 (SD=7.70).

Table no 1 attempt is made to find out the difference between intact home and broken home adolescence on Personality disintegration with the t test. The 't' ratio of intact home and broken home adolescence on Personality disintegration is 2.65. Which is significant at .05 level. It means intact home adolescent differ significantly as compared to broken home adolescents. It can seen in mean score also. The mean score of intact home adolescent is 34.58 (SD=9.29) and mean score of broken home adolescents is 30.46 (SD=5.88).

Table no 1 attempt is made to find out the difference between intact home and broken home adolescence on Lack of independence with the t test. The 't' ratio of intact home and broken home adolescence on Lack of independence is 1.04. Which is significant at .05 level. It means intact home adolescent differ significantly as compared to broken home adolescents. It can seen in mean score also. The mean score of intact home adolescent is 33.40 (SD=10.70) and mean score of broken home adolescents is 31.34 (SD=9.00).

CONCLUSION:

1. Significant difference was existed between intact and broken home adolescents on certain component of emotional maturity such as emotional instability.
2. Significant difference was existed between intact and broken home adolescents on certain component of emotional maturity such as social maladjustment.
3. Significant difference was existed between intact and broken home adolescents on certain component of emotional maturity such as personality disintegration.

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