

EMOTIONAL MATURITY AMONG ADOLESCENT GIRLS WITH REGARDS TO TYPE OF FAMILY AND AREA OF RESIDENCE

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ABSTRACT : *The main aim of the present research is to study Emotional Maturity among Adolescent Girls with Regards to Type of Family and Area of Residence. The main objectives were to study and compare emotional maturity between adolescent girls of joint and nuclear family, to study and compare emotional maturity between adolescent girls of urban and rural, to study interaction effect between types of family and area of residence of adolescent girls with regards to emotional maturity. The random sampling technique was used for the selection of the sample. The sample was taken from the urban and rural area of Ahmedabad city. Total sample was categorized such as 30 Joint Family Urban adolescent girls, 30 Joint Family rural adolescent girls, 30 nuclear Family Urban adolescent girls and 30 nuclear Family rural adolescent girls. In present research type of family and Area of residence were considered as Independent variable. Scores of Emotional Maturity Scale was considered as dependent variable. In present research Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1999) was used for data collection. To find out main and interaction effect of two independent variable two way Analysis of Variance was used. Results indicate that Adolescents Girls of Nuclear family have more Emotional maturity than adolescents Girls of joint family. Urban adolescents Girls have more Emotional maturity than rural adolescents Girls. Adolescents Girls of Nuclear Family of Urban area have more Emotional maturity than remaining groups of adolescents Girls.*

Introduction:

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behavior at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programmed is to help the learner to gain emotional maturity. The world of emotions is quite complicated, it includes wide range of observable behaviors, expressed feelings and changes in body status even simple emotional status seen much more complicated than states relation to other conditions, such as hunger and thirst.

Wilhelm Wundt, the great 19th century psychologist offered the view that there were three basic dimensions pleasant unpleasant, tension release and excitement relaxation. This listing has become more complex over time. Recently speculated that there are eight basic emotions grouped in four pairs of opposite:

1. Joy versus sadness
2. Acceptance versus disgust
3. Anger Versus fear
4. Surprise versus anticipation

He offers the view that all other emotions are derived from combination of this basic array, which he believes is quite similar across all human societies. According to this view emotional diversity also develops from the fact that both core emotions and combination can occur at different intensity level.

There exists a great deal of diversity in adolescents' level of maturity. Adultoid adolescents do exist (Galambos and Tilton Weaver, 2000). There have been enormous psychological pressures on adolescents to perform well and succeed in life. Emotional intelligence is positively correlated with appraisal of situation to be changed and problem-solving whereas threatened, lost, aggressive efforts and self criticism is negatively correlated with emotional intelligence among adolescents (Tiwari and Verma, 2008).

Later adolescence is associated with a slowing of the emotional changes of early adolescence. Adolescents' average emotions had relatively stable relations to life stress and psychological adjustment between early and late adolescence (Larson et al., 2002). Age and gender related patterns of life stress vary across the type and context of stressors. Rudolph and Hammen (1999) noticed that adolescent girls experienced the highest levels of interpersonal stress, especially stress and conflict that they generated with parent-child and peer relationships while pre-adolescent girls experienced the highest levels of independent stress and conflict in the family context. Adolescent boys experienced highest levels of non-interpersonal stress associated with self-generated events.

A significant difference in value orientation of adolescence living in urban, rural and tribal areas exists. Our Indian society where variability of socialization practices due to a number of demographic factors which are

socioeconomic class, religion and residential background (e.g., urban-rural differences) Indian society socialization practices for male and female children are different in the urban, rural and tribal areas (Bhadoria and Singh, 2005).

Phillip Klever (2009). Goal Direction and Effectiveness, Emotional Maturity, and Nuclear Family Functioning. Differentiation of self, a cornerstone concept in Bowen theory, has a profound influence over time on the functioning of the individual and his or her family unit. This 5-year longitudinal study tested this hypothesis with 50 developing nuclear families. The dimensions of differentiation of self that were examined were goal direction and effectiveness and emotional maturity. A qualitative analysis of participants' goals demonstrated that couples with higher functioning developing nuclear families, when compared with couples with lower functioning families, placed more emphasis on family goals, had more balance between family and personal goals, and pursued more goals over the 5 years. The quantitative analysis supported the hypothesis that goal effectiveness and emotional maturity influenced variation in nuclear family functioning. In addition, couple goal effectiveness and emotional maturity were associated with nuclear family functioning more strongly than individual goal effectiveness and emotional maturity were associated with individual functioning.

Objectives:

1. To study and compare emotional maturity between adolescent girls of joint and nuclear family.
2. To study and compare emotional maturity between adolescent girls of urban and rural.
3. To study interaction effect between types of family and area of residence of adolescent girls with regards to emotional maturity.

Hypothesis:

1. There will be no significant difference between adolescent girls of joint and nuclear family with regards to emotional maturity.
2. There will be no significant difference between adolescent girls of urban and rural with regards to emotional maturity.
3. There will be no significant interaction effect between types of family and area of residence of adolescent girls with regards to emotional maturity.

Sample: The random sampling technique was used for the selection of the sample. The sample was taken from the urban and rural area of Maheshana District. The total sample was categorized as under:

Area of Residence	Type of Family		Total
	Joint Family	Nuclear Family	
Urban	30	30	60
Rural	30	30	60
Total	60	60	120

Variables:

Nature of the variables of the present research were as under

No.	Variables	Type of Variables	Levels of variables	Name of the variable
1.	Type of family	Independent variable	2	Joint family Nuclear family
2.	Area of residence	Independent Variable	2	Urban Rural
3.	Emotional Maturity	Dependent Variable	1	Scores of Emotional Maturity

Tool:

In present research following tool was used for data collection,

1. Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1999).

Emotional Maturity by Dr. Yashvir Sinha and Mahesh Bhargava:

Emotional Maturity Scale has a total of 48 items under the five categories given below:

Sr. No.	Areas	Total No. of Items
a.	Emotional Stability	10
b.	Emotional Progression	10
c.	Social Adjustment	10
d.	Personality Integration	10
E	Independent	8
	Total	48

EMS is a self-reporting Five Point Scale. Items of the scale are in question from demanding information for each in either of the five option mentioned below:

V. MuchMuch 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 awarded.

• **Reliability:**

The reliability of the scale was determined by: 1 Test-retest method, and 2. Internal Consistency.

- i. Test-retest Reliability- The scale was measured for its test- retest reliability by administering upon a group of students (N = 150) including male and female students. The time interval between the two testing was that of six months. The product moment r between the two testing was .75.
- ii. Internal Consistency- The internal consistency of the scale was checked by calculating the coefficient of correlation between total score and score on each of the five areas. Table given below, shows the values of internal consistency.

**Table 3.7.2
Internal Consistency of EMS (= 98)**

Sr. No.	Areas	r Value
a.	Emotional stability	.75
b.	Emotional progression	.63
c.	Social adjustment	.58
d.	Personality integration	.86
e.	Independence	.42

Validity:

The scale was validated against external criteria, i.e., the Gha area of the adjustment inventory for college students by Sinha and Singh. The inventory has 'Gha' area measuring emotional adjustment of college students. The number of items of this area is twenty-one. Product moment correlation obtained between total score on all twenty-one 'Gha' items and total score on EMS was .64 (N = 46).

Procedure:

After establishing the rapport with respondents Emotional Maturity Scale by Dr. Yashvir Singh and Dr.Mahesh Bhargava was administered in individual setting. After completion of work of the data collection, responses of each respondent on tool was scored as per the scoring key of manual.

Statistical Analysis:

To find out main and interaction effect of two independent variable such as Type of family and area of residence of adolescents girls on scores of emotional maturity two way Analysis of Variance was used.

**Table No. 1
Showing Results of ANOVA on Emotional maturity Various Groups of adolescents girls**

Source of Variation	Sum of Square	df	Mean sum of Square	F	Level of Sig.
A (Type of Family)	1991.88	1	1991.88	18.14	0.01
B (Area of Residence)	798.01	1	798.01	7.59	0.01
A X B (Type of Family x Area of Residence)	5137.66	1	5137.66	48.86	0.01
Error	12196.57	116	105.14		
TSS	20124.12	119			

Table No. 2
Showing Mean score of Adolescent girls on emotional maturity of Variable -A (Types of Family) of adolescents girls

	A1(Joint Family)	A2 (Nuclear Family)
Mean	82.30	90.55
N	60	60

F ratio for Emotional maturity of Types of Family (Ass) is 18.14 which is significant at 0.01 level. Here variable A- (Type of Family- Joint, and Nuclear Family) was significantly contributing to the Emotional maturity. The above table shows the mean score of adolescents Girls of Joint family on Emotional maturity is 82.30 and mean score of adolescents Girls of Nuclear family is 90.55. It means significant difference exist between adolescents Girls of Joint and Nuclear Family on Emotional maturity. Adolescents Girls of Nuclear family have more Emotional maturity than adolescents Girls of joint family.

Table No. 3
Showing Mean score of Adolescent girls on emotional maturity of Variable -B (Area of residence) of adolescents girls

	B1 (Urban)	B2 (Rural)
Mean	89.08	83.76
N	60	60

F ratio for Emotional maturity of Area of Residence (Bss) is 7.59 which is significant at 0.01 level. Here variable B- (Area of Residence – Urban and Urban) was significantly contributing to the Emotional maturity. The above table shows the mean score of urban adolescents Girls on Emotional maturity is 89.08 and mean score of rural adolescents Girls is 83.76. It means significant difference exists between urban and rural adolescents Girls on Emotional maturity. Urban adolescents Girls have more Emotional maturity than rural adolescents Girls.

Table No. 4
Showing Mean score of Adolescent girls on emotional maturity of Variable -AxB (Types of Family x Area of residence) of adolescents girls

		A1(Joint Family)	A2 (Nuclear Family)
B1 (Urban)	Mean	78.38	99.78
	N	30	30
B2 (Rural)	Mean	86.21	81.31
	N	30	30

F ratio for Emotional maturity of Types of Family X Area of residence (AxB) is 48.86 which is significant at 0.01 level. Here variable AXB- (Types of Family X Area of Residence) was significantly contributing to the Emotional maturity. The above table shows the mean score of Joint Family of urban adolescents Girls on Emotional maturity is 78.38, mean score of Joint Family of Rural adolescents Girls on Emotional maturity is 86.21, mean score of Nuclear Family of Urban adolescents Girls on Emotional maturity is 99.78 and mean score of Nuclear Family of Rural adolescents Girls on Emotional maturity is 81.31. It means significant interaction effect exist between Types of Family and Area of residence of adolescents Girls on Emotional maturity. Nuclear Family Urban adolescents Girls have more Emotional maturity than remaining groups of adolescents Girls.

Conclusions:

1. Significant difference exists between adolescents Girls of Joint and Nuclear Family on Emotional maturity. Adolescents Girls of Nuclear family have more Emotional maturity than adolescents Girls of joint family.
2. Significant difference exists between urban and rural adolescents Girls on Emotional maturity. Urban adolescents Girls have more Emotional maturity than rural adolescents Girls.
3. Significant interaction effect exists between Types of Family and Area of residence of adolescents Girls on Emotional maturity. Adolescents Girls of Nuclear Family of Urban area have more Emotional maturity than remaining groups of adolescents Girls.

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