



A Study on Emotional Maturity of Late Adolescent Boys and Girls of Udaipur District

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Abstract

Adolescent is the period of stress and storm accompanied by lot of emotional challenges. Teenagers are more cautious when it comes to independence, safety, and security. Physical changes typically occur in late adolescence, but the person is still searching for their identity at this time. As a result, there are many emotional ups and downs brought on by peer, family, and societal expectations. Adolescents experience more frequent and powerful emotions than younger or older people due to a combination of physical, psychological, and social modifications during this time, which manifests as an elevated risk of psychological maladjustment. However, depending on one's age and gender, there can be differences in emotional expressiveness and maturity. The present study aims at investigating emotional maturity among late adolescent boys and girls within the age range of 16-18 years. Frequency and percentage method was used to assess different dimension as well as overall emotional maturity of boys and girls. Boys were found to be more emotionally mature in social stability domain.

Keywords: Late Adolescents, Emotional Maturity

Introduction

In each stage of development, there are certain tasks or activities, skills, understanding and attitudes that must be met before a person moves on to a higher level of development. Adolescence is that span of one's life where change is inevitable in almost all aspects of life, be it physical, emotional, psychological, social, behavioural or environmental. Out of all the stages of one's life adolescence represents a difficult developmental period where by many demands are imposed on the adolescents by others and by themselves as well (Tung and Sandhu, 2008). It is the most unstable stage with the strongest plasticity and the biggest crisis, for individual's

thinking develops towards a formal operation characterized by independence, criticalness and logic along with the physiological maturity. It is a time of evaluation of decision making, of commitment, of carving out a place in the world (Hamburg and Hamburg, 2004). These transitions are biological, cognitive, social and emotional which can be turbulent time for them.

This age is referred to as teenage years, youth or puberty, occurring roughly between the ages of 10 and 20 and is broadly categorized into three stages i.e., Early adolescence (12 to 14 years) a phase when the kid is not yet mature but is no longer a kid. At this stage physical changes are a constant source of irritation. Middle adolescence (14 to 17 years) phase is marked by emotional changes. Late adolescence (17 to 19 years) finally comes close to adulthood to have a firm identity and more stable interests.

Adolescents are more wary about security, safety and independence. Late adolescence is the stage at which physical changes have usually occurred but the individual is still in search of identity which leads to several ups and downs in emotions due to parental, peer and social expectations. It emerges as a period of increased risk of psychological maladjustment where the physical, psychological, and social transformations lead to adolescents experiencing more frequent and more intense emotions than younger and older individuals. However there is variability in maturity and expression of emotions as per age and sex.

Emotions are great motivating forces throughout the span of human life; affecting the aspirations, actions and thoughts of the individual. Emotions are important in every stage of life, but they play the maximum role during the adolescence period. Emotional Maturity is one of the effective determinants of personality.

According to Seoul (1951) if the emotional development of an individual is relatively complete, his adaptability is high, his regressive tendencies are low and his vulnerability is minimal. Therefore, the emotionally matured is not one who necessarily has resolved all conditions that arouse anxiety and hostility but is continuously in a process of seeing himself in clear perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action (Singh and Bhargava, 1990). According to Walter D. Smithson (1974) "Emotional maturity is a process in which the self is continuously striving for greater sense of emotional health both intra-psychically and intra-personally".

The multidimensional transition from childhood to adulthood and the assumption of new roles and responsibilities lead to the goal of maturity. To an adolescent, being mature means having the rights and privileges of an adult and the freedom to do as one pleases. Level of maturity helps them to enter into adulthood with confidence, higher self-concept and better social approval. So, maturity is the natural, intrinsic goal of adolescent development, something that is to be achieved within the foreseeable future.

Objective

To study emotional maturity of late adolescent boys and girls.

Methodology

A sample of 120 boys and girls belonging to late adolescents studying in government co-ed school of Udaipur district were selected through random sampling without replacement method.

Emotional maturity scale developed by Singh and Bhargava (1990) was used to find out the information regarding adolescents' emotional maturity level. The statements in scale were related to five major areas with 48 items. The first 10 items examined emotional instability, the second 10 items examined emotional regression, the third 10 items assessed social maladjustment, the fourth 10 items assessed personality disintegration and the last 8 items examined lack of independence.

Frequency and percentage distribution was done for statistical analysis of overall emotional maturity of adolescent boys and girls.

Result and Discussion

TableNo. 1: Distribution of respondents in overall and dimensions of emotional maturity

n=120

S. No.	Dimensions of emotional maturity	BOYS (Overall)			
		Extremely stable <i>f</i> (%)	Moderately stable <i>f</i> (%)	Unstable <i>f</i> (%)	Extremely unstable <i>f</i> (%)
1.	Emotional Stability	47 (39.17)	29 (24.17)	33 (27.50)	11 (9.16)
2.	Emotional Progression	45 (37.50)	33 (27.50)	23 (19.17)	19 (15.83)
3.	Social Stability	81 (67.50)	11 (9.17)	19 (15.83)	9 (7.50)
4.	Personality Integration	55 (45.83)	16 (13.33)	29 (24.17)	20 (16.67)
5.	Autonomous functioning	40 (33.33)	41 (34.17)	26 (21.67)	13 (10.83)
	Overall emotional maturity	45 (37.50)	31 (25.83)	29 (24.17)	15 (12.50)

Table no. 1 represents frequency and percentage distribution of late adolescent boys in various components of emotional maturity. 39.17 per cent of respondents were emotionally extremely stable followed by 27.50 per cent in unstable category. However, very few of the respondents (9.16%) were extremely emotionally unstable. Nearly one fourth (24.17%) had moderately stable emotional stability component of emotional maturity. Similar trend was observed on the emotional progression component. 37.50 per cent were extremely stable and 27.50 per cent had moderate stability. At the same time, 19.17 per cent were unstable and 15.83 per cent lie in the category of extremely unstable. Regarding the social stability dimension majority (67.50%) of the boys were extremely stable with very few (7.50%) in the extremely unstable category. Less than one fifth (15.83%) of the respondents were unstable in social stability dimension. Further the Table depicts that 45.83 per cent of the respondents had extremely stable personality integration whereas 16.67 per cent were extremely unstable. Almost one fifth (24.17%) had unstable personality and 13.33 per cent were found to be moderately stable in this dimension. Nearly one third of boys were found to be extremely (33.33%) and moderately (34.17%) stable in the autonomous functioning component of emotional maturity. 21.67 per cent was found to be unstable followed by 10.83 per cent being extremely unstable. Table 1 portrays that maximum percentage (37.50%) of the boys had extremely stable emotional maturity. Nearly one fourth was moderately stable (25.83%) and unstable (24.17%) respectively. Only 12.50 per cent of respondents possessed extremely unstable emotional maturity.

Through the percentage distribution Table it can be concluded that a good percentage of boys were found to possess extremely stable social stability and personality integration. This may be due to the reason that as the background information revealed that majority of respondents were first division holders and they participated in sports activities that also helps them to enhance their personality and social adjustment, in turn better their emotional maturity. The findings are in consonance with (singhet *al.*, 2012) that male sportsperson performs better in social maladjustment component hence, enhancing their emotional maturity

TableNo. 2: Distribution of overall girls in dimensions of emotional maturity

n=120

S.No.	Dimensions of emotional maturity	GIRLS (Overall)			
		Extremely stable <i>f</i> (%)	Moderately stable <i>f</i> (%)	Unstable <i>f</i> (%)	Extremely unstable <i>f</i> (%)
1.	Emotional stability	16 (13.33)	21 (17.50)	27 (22.50)	56 (46.67)
2.	Emotional	25	18	38	39

	progression	(20.83)	(15)	(31.67)	(32.50)
3.	Social stability	56 (46.66)	21 (17.50)	26 (21.67)	17 (14.17)
4.	Personality integration	30 (25)	23 (19.17)	27 (22.50)	40 (33.33)
5.	Autonomous functioning	33 (27.50)	19 (15.83)	29 (24.17)	39 (32.50)
	Overall emotional maturity	15 (12.50)	27 (22.50)	31 (25.83)	47 (39.17)

A perusal of the Table 2 shows that majority (46.67%) of the late adolescent girls were emotionally extremely unstable followed by 22.50 per cent in unstable category. Only 13.33 per cent of girls were emotionally extremely stable followed by 17.50 per cent possessing moderate emotional stability. It further indicates that a very good percentage of respondents lie in the extremely stable and unstable category in the emotional progression dimension of emotional maturity. Very few (12.50%) were moderately stable and one fifth had extremely stable emotionality.

Different trend was observed in social stability component where majority (46.66%) of the respondents were found to be extremely stable whereas only 14.17 per cent had extremely unstable social stability. 17.50 per cent and 21.67 per cent of girls were moderately stable and unstable socially respectively. One third (33.33%) of the girls had extremely unstable personality integration followed by one fourth (25%) with extremely stable personality integration. 22.50 per cent had unstably integrated personality and 19.17 per cent had moderately stable personality.

Under autonomous functioning component, very few (15.83%) were observed in moderately stable category. Maximum percentage (32.50%) of the respondents has extremely unstable independence. 27.50 per cent had extremely stable independence followed by 24.17 per cent being unstable in this category. On the whole it was seen that 39.17 per cent of girls were extremely unstable in overall emotional maturity and one fifth were unstable. More than one fourth of the respondents possessed moderately stable and only 12.50 per cent had extremely stable emotional maturity. Percentage distribution of overall emotional maturity and dimension wise emotional maturity showed that majority of the girls were extremely socially stable. Personality traits of girls as explained by Dunn (2002) also support the present finding. He observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships. Furthermore, girls are more responsive towards relationship with peers, parents and siblings.

Conclusion

The result can be summarised that percentage distribution in overall and dimension wise emotional maturity depicted that majority of the boys were extremely socially stable and had extremely stable personality integration.

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