



# Emotional Maturity of Adolescent Students in Relation to Their Family Relationship

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## Abstract

*The present study is aimed to investigate emotional maturity of adolescent students in relation to family relationship. For this purpose, sample of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal city. For this purpose two questionnaires were used 1<sup>st</sup> inventory standardized by Dr. G.P. Sherry and Dr. J.C. Sinha and 2<sup>nd</sup> was emotional maturity scale which is given by Dr. Yashvir Sinha and Mahesh Bhargava. 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 boys and girls adolescent. The result also reveals that there is significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determinates emotional maturity of adolescent students..*

**Keywords:** Emotional maturity, adolescent students, relation, family relationship.

## Introduction

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life<sup>1</sup>. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. The study highlights interplay of forces with intensities and quantities.

Genes and hormones play a vital role in overall growth and development of Children and adolescents. However, beyond adolescence, an individual has to choose maturity. An individual can learn emotional intelligence but emotional maturity is a matter of choice. So it has to be made consciously, otherwise an individual will not be able to move beyond the emotional immaturity of an adolescent despite any and all trappings of material "success."

The two major characteristics of children and adolescents are Self-centeredness and self-importance. They demand special attention and care and want to some real contributions themselves<sup>2</sup>. They complain of indifference to their demands and needs. This does not make them "bad." This is a significant aspect of their maturation process. However, these behaviors are not the qualities of the emotionally mature.

In fact, there is a lot of people who "look grown up" and behave as rational by contemporary standards, but emotionally they behave like children.

There are five major functions of emotional maturity namely, emotional instability, emotional regression, social

maladjustment, personal disintegration and lack of independence<sup>3</sup>.

**Family Relationship:** Family plays an important role in the educational and vocational progress of the children. Roe (1957) hypothesized that three types of parental attitudes- acceptance, concentration and avoidance are associated with the vocational development of the students<sup>4</sup>. On account of these attitudes which parents show towards their son and daughter, they develop certain attitudes towards the home environment.

The formation of attitude in the early stages of life plays a significant role in the developmental process of individuals. Researchers have exerted much on various aspects of individual's life responsible for the growth in the later stages of life but have not taken any step in developing certain models which determine the condition of home environment for future development.

Parental attitude also plays a significant role in the psychological development of adolescents. There are three major dimensions of perceived parental attitudes, namely, acceptance, concentration and avoidance<sup>5</sup>. These are as define:

Acceptance means that the parents consider the child as a full-fledged member of the family who needs a certain degree of independence and who has the capacity to assume responsibility. Parents having acceptance attitudes towards their children neither concentrate their attention nor overlook their children. The parents encourage children to fulfill their potentialities as better as they can.

Concentration refers to attitudes of parents who devote a disproportionate amount of their time and energy to the direction and control of their children. They over protect them through undue restrictions and boundations upon their efforts to explore the environment. They place heavy demands upon them to perform beyond their capacities and to achieve ambitious goals.

Avoidance characterizes the disposition of parents who either neglect or reject the child. They withdraw when their children demand affection and love. They hardly spend time with their children. Instead of satisfying the child’s physical needs, they openly abuse them. In short, they show no positive interest in children and their activities.

Adolescence marks the change and expansion in the dimensions of responsibilities of an individual<sup>6</sup>. He considers himself to be an adult and wants to be treated in the same manner and with the same respect. Adolescents are held responsible for own acts. Family plays an important role here. They help in the development of confidence, will to shoulder responsibilities and fulfill their duties.

It always specific the limits of their freedom, abilities and potentialities to undertake every work in the best possible manner, An individual who grows in such an environment is capable of adjustment and achieving his goals in a better and determined way. Such family surrounding and attitude help in the emotional development of the child and increase his capacity of adjustment.

**Objectives:** i. To study the emotional maturity and family relationship of adolescent students. ii. To study the relationship between emotional maturity and family relationship of adolescent students. iii. To find out the difference between boys and girls adolescent students in terms of their emotional maturity. iv. To find out the difference between boys and girls adolescent students in terms of their family relationship.

**Hypotheses:** i. There exists significant relationship between emotional maturity and family relationship of adolescent students. ii. There exists significant difference between boys and girls adolescent students in terms of their emotional maturity. iii. There exists significant difference between boys and girls adolescent students in terms of their family relationship.

## Methodology

**Design of the Study:** The present study was descriptive survey in nature. The study was conducted on adolescent students of Karnal district in Haryana State.

**Tools:** i. Family relationship inventory developed by Dr. G.P. Sherry and Dr. J.C. Sinha. ii. Emotional maturity scale developed by Dr. Yashvir Sinha and Mahesh Bhargava.

**Sample:** The sample of the present study was comprised 60 students of Public and Government Senior Secondary Schools of Karnal district in Haryana State. The stratified sampling was used to select the sample from the population for this purpose. Then four schools (two Public and two Government Senior Secondary Schools and two Private Schools) from two blocks were selected for the purpose. Fifteen students from each school were selected randomly, which represented the population of the study.

**Statistical Techniques:** In order to analyses the data following statistical techniques were employed: i. -Mean, Standard Deviation. ii. -t-ratio and Pearson’s product moment correlation.

## Result and Discussion

**Data Analysis and Interpretation:** Table 1 revealed that emotional maturity in adolescent students is positively correlated with family relationship. The calculated r-value is 0.34 which is greater than the table value .325, Thus  $H_1$  is accepted.

From the perusal of Table 2, it is observed that the mean of family relationship of boys and girls adolescent students are 77.1 and 73.66 and calculated t-value is 0.596 which is less than the table value 2.000, this shows that there is no significant difference between the family relationship of boys and girls. Thus alternate hypothesis is rejected.

From the perusal of Table-3, it is observed that the mean of family relationship of boys and girls adolescent students are 99.4 and 88.2 and calculated t-value is 0.27 which is less than the table value 2.000, this shows that there is no significant difference between the emotional maturity of boys and girls. Thus alternate hypothesis is rejected.

**Table-1**  
**Relationship between emotional maturity and family relationship of adolescent students**

Variables	Groups	N	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	R	Level of significance
Emotional Maturity and Family Relationship	Adolescent Students	60	10811.74	80943.60	9983.67	0.34	.01

**Table-2**  
**Difference between boys and girls adolescent students in terms of their family relationship**

Variable	Group	N	Mean	SD	SED	t-value	Levels of significance
Family relationship	Boys	30	77.1	12.506	5.77	0.596	.05
	Girls	30	73.66	13.798			

**Table-3**  
**Difference between boys and girls adolescent students in terms of their emotional maturity**

Variable	Group	N	Mean	SD	SED	t-value	Levels of significance
Emotional maturity	Boys	30	99.4	37.52	41.13	0.27	.05
	Girls	30	88.2	32.56			

**Findings and Discussion:** Results (Table-1, 2, 3) disclose that a significant correlation exists between emotional maturity and family relationship of adolescent students and there is no significant difference between boys and girls adolescent students in terms of their family relationship and emotional maturity. Thakur concluded in her study "Emotional Maturity as related to Home Environment" found that there exists a positive relationship between home environment and emotional maturity. Some other studies like Larsen and Juhasz, Tyagi, Kaur S. etc. also reported the positive relationship of home environment and emotional maturity<sup>7</sup>. Douvan and Adelson, Coleman suggested that boys develop autonomous behavior more rapidly than girls<sup>8</sup>. On the other hand, recent literature of Steinberg and Silverberg found emotional autonomy during early adolescence to be greater among girls, with girls scoring high on self-reliance scales, but it is in contradiction to the findings of present investigation which revealed that there is no significant difference between emotional maturity of male and female students<sup>9</sup>.

**Educational Implications:** The present study has its implications for parents and school authorities and administrators in general. The findings of the study show that attitudes of parents develop the emotional maturity of adolescent. The parents should understand what kind of relationship is needed and at which stage. Parents must learn quickly that each child is special and has distinct and unique assets, liabilities and purposes. If parents fail to provide child a close warm, emotional support then the child become anxious, hostile, defensive and confused person.

The finding of the study has its implications for school authorities and administration also. School authorities should call the parents to give them an opportunity to see their child in relationship to a comparatively large number of children. Parents may do better after seeing the behavior of child at home and school. The teacher should provide such atmosphere to children in which they can feel independent and secure. The teacher should not be authoritative in nature and he should provide full freedom to them. The teacher should emphasize that the children in such a way that an feel as they are living at their home and with their parents. The school authority as well as the teacher should consider the above things, which ultimately help them to improve their performance in academics. School should conduct frequent meetings with the parents of students. Frequent meetings will

make able the parents to know about their children performance and they start interfering in the children matter and this leads to better emotional relation between parents and children and this will certainly improve their emotional maturity of the children.

### Conclusion

The present study highlights the relationship between emotional maturity and family relationship of adolescent students. It is found that parental attitudes significantly accompany this developmental process of adolescents. The research can serve as a framework for development of parent-child relationship. Parental attitude marked by acceptance, concentration and avoidant parenting is associated with adolescent development of emotional maturity.

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