

# Periodic Research

## A Study of Emotional Maturity of Adolescent Students in Relation to their Family Relationship

### Abstract

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. 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-centered ness and self-importance. They demand special attention and care and want to some real contributions themselves. 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 are 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 factors of emotional immaturity namely,emotional instability, emotional regression, social maladjustment, personal disintegration and lack of independence.

**Keywords:** Emotional; Maturity; Adolescent; Students; Relationship; Family;

### Introduction

The image of adolescence as a time of storm and stress, intense moodiness and preoccupation with the self has permeated both professional and lay perspectives on this developmental period. The families in general and parents in particular, have often been deemed to be the most important support system available to the child.

The strongest factor in moulding a child's personality is his relationship with his parents (Mohan raj and Latha 2005).The family in its most common forms is a lifelong commitment between man and women who feed, shelter and nurture their children until they reach maturity. It is a primary socialization context and is, therefore, considered to be a very important factor influencing child development (Ozcinar 2006).

Family members are very important for survival, thus, strong emotional bonds evolved to foster long term commitment among parents, children and other relatives. The experience that the adolescent girls gain from the family decide the future adjustment of adolescent girl within society and her peer group which eventually reflect the social maturity of adolescent girls (Unisa 1995). Family environment continues to be of crucial importance throughout adolescence and young adulthood (Van W el 2000).

Because of the important role of psychological functioning for youngsters' daily lives and their further social adaptation, it is apparently relevant to study the effect of the family environment on the emotional adjustment of adolescents (Mc Farlane et al. 1994). Family cohesion and supportive relationships between family members are associated with adolescent psychological adaptation and lower depression (Herman et al. 2007).

### Mohd. Zubair Kales

Associate Professor,  
Deptt.of Education,  
Government College of Education,  
Canal Road, Jammu

# Periodic Research

Research regarding level of family conflict suggests that a conflictual family environment is associated with adolescents' insecurity and psychological distress, as well as aggressive behaviour and conduct disorder (Wissink et al.2006). During adolescence, well-being decreases and psychological problems increase. One aspect of the family that has been steadily found to affect the emotional adjustment of adolescents is the quality and stability of their parents' marriage (Amato and Keith 1991a). Numerous studies have shown that youngsters growing up in families with a happy, harmonious parental marriage experience fewer problems and a higher well-being than those from divorced or maritally distressed families (Spruijt and De Goede 1997). Parental divorce generally has negative effects on the adjustment of children (Amato and Keith 1991a, 1991b) compared to their peers growing up in continuously intact families. Adolescents who have gone through the divorce of their parents are more likely to experience emotional problems, less likely to attend or complete college, more likely to display problematic behaviour and more likely to engage in early sex and experience relational problems (Amato and Keith 1991a, 1991b). Previous studies indicate that family environment influences adolescent's psychological adjustment and problem solving strategies as well as self- confidence and ability to set clear goals (Jewell and Stark 2003).

## 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. 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. 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 foundations 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. 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.

## Aim of the Study

1. To study the emotional maturity and family relationship of adolescent students.
2. To study the relationship between emotional maturity and family relationship of adolescent students.
3. To find out the difference between boys and girls adolescent students in terms of their emotional maturity.
4. To find out the difference between boys and girls adolescent students in terms of their family relationship.

## Hypotheses of the Study

There exists significant relationship between emotional maturity and family relationship of adolescent students.

There exists significant difference between boys and girls adolescent students in terms of their emotional maturity.

There exists significant difference between boys and girls adolescent students in terms of their family relationship.

## Delimitations of the Study

The Delimitations of the Present Study of Were Laid Down As Below

1. The investigation was confined to the 100 students of Public and Govt. Senior Secondary School, from two blocks of Jammu city only.
2. The study was confined in terms of use of standardized tools of collecting data on the variables specified.

## Research Methodology

Research is a systematic investigation or inquiry directed towards discovery and the establishment of new facts in any discipline/branch of knowledge. A research can be called scientific if it is conducted in a planned and objective manner. The aim of research is to discover the answers to

# Periodic Research

questions through the objective and systematic application of procedures. In the social science too the research should be conducted in a planned and objective manner to discover the facts and interpret the findings logically to add something new in the existing body of knowledge. Researchers must be careful regarding the designing of study, utilizing adequate sampling techniques, choosing most appropriate and standardized tools to gather information and applying suitable statistical methods for data analysis to test the hypothesis for the purpose of making predictions and drawing meaningful conclusions.

**Edward (1968)** gave his explanation regarding research that "In research we don't haphazardly make observations of any and all kinds, but rather our attention is directed towards those observations that we believe to be relevant to the question we have previously formulated, the objective of research, as recognized by all sciences, is to use observations as a basis of answering the questions of interest". Thus, a research is an original contribution to the existing stock of knowledge making it for its advancement. It is a continuous pursuit in search of facts through observations, making comparisons and carrying out experiments.

Several methodological approaches and designs have been developed and discussed (Ferguson, 1981) but the choice of appropriate design depends upon the special characteristics and availability of the sample, nature of measuring instruments and restraints regarding the manipulation of the variables being studied. Thus, the choice of the method is governed by the aims of the study, the variables under investigation and the nature of the data.

To know the present status of Emotional Maturity of adolescent students in relation to their family relationship of Jammu City by survey method was used in the study.

## Selection of the Sample

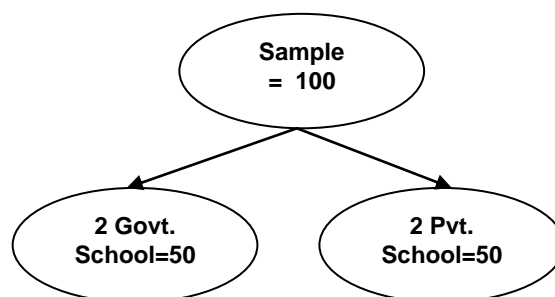
In the social sciences research including psychology the investigator must be clear in research design and selection of sample according to the requirements of the study. Every researcher faces some difficulties while deciding the sample size depending upon its availability and capability of the researcher by utilizing adequate sampling procedures. It is practically impossible for a researcher to cover all the individuals of a particular community or population, hence a sample is drawn from the community or population assuming as representing the characteristics of that entire population for the purpose of study. An adequate sample size is essential for scientific investigation because it plays an important role in statistical analysis and drawing inferences about the population from where samples are drawn.

The sample of the present study was comprised 100 students of Private and Government Senior Secondary Schools of Jammu city. The stratified sampling was used to select the sample from the population for this purpose. Then four schools

(two Government Senior Secondary Schools and two Private Schools) from two blocks was selected for the purpose. Twenty five students from each school were selected randomly, which represented the population of the study.

**Table 3.1**  
**Showing the List of Schools**

S. No.	Name of the School	Numbers
1.	Govt. Girls Hr. Sec. School, Shastri Nagar	25
2.	Govt. Girls Hr. Sec. School, Mubarak Mandi	25
3.	S.P. Smart Public School, Kachi Chawni	25
4.	Bharat Public School, Gadi Garh, Jammu	25
	TOTAL	100



## Selection of the Tools

"To carry out any type of research investigation, data must be gathered with which to test the hypothesis"

For collecting new and unknown data required for the study of any problem one may use various devices. For each and every type of research, we need certain instruments to gather new facts to explore new fields. The selection of suitable instruments is vital importance for successful research. Different types of tools are suitable for collecting different kinds of information for various purposes.

1. Family Relationship Inventory developed by Dr. G.P. Sherry and Dr. J.C. Sinha.
2. Emotional Maturity Scale developed by Dr. Yashvir Sinha and Mahesh Bhargava.

## Design of the Study

The present study is descriptive survey in nature. The study was conducted on adolescent students of Jammu city.

## Procedure of Data Collection

After selecting the sample, it was planned to administer tests to all of them individually. The investigator personally visited the schools to collect duly filled tools. To ensure the best possible conditions for administering the questionnaire, the teachers and principal of school from where the sample was drawn were approached and their co-operation was sought for the smooth conduct of the test. Students were prepared for the test. They were put to ease. To build the rapport the researcher introduced her. When the researcher felt that participants were ready, then instructions were given to the students. The students were requested to read

# Periodic Research

all the instructions carefully and answer frankly and honestly. They were explained to fill their answers in the box appropriately and were assured about the personal information as well as their test responses provided by them was too kept confidential and would only be used for research purpose. After the data collection was over, all the questionnaires were scored as per the scoring pattern prescribed in the manuals. The raw score was obtained.

### Statistical Techniques Used

In order to analyses the data following statistical techniques was employed:

1. Mean
2. Standard Deviation.
3. t-ratio
4. Pearson's product moment correlation.

### Analysis and Interpretation of Data

After collecting the data, it must be analyzed properly to draw proper inferences. However valid, reliable and accurate the data may be these do not serve any worthwhile purpose unless these are carefully edited, systematically classified, tabulated, scientifically analyzed, intelligently interpreted and rationally concluded.

Analysis of data is the most important part in any research work. It means studying the tabulated

material in order to determine inherent facts or meanings. Raw scores do not reveal anything. These are quantitative expression of physical or psychological observation. One can drawn proper inferences only after analyzing the data carefully. Analysis of data involves breaking down of existing complex factors into simpler parts and putting the parts together in new arrangements to discuss new factors and relationships for the purpose of interpretation. Analyses of data help the researcher to develop an alert, flexible and open mind. No similarities, differences, trends and outstanding factors are allowed to go unnoticed. This stage involves studying the data from different angles to find out new facts. The data from different angles to find out new facts. The data obtained by administering emotional maturity of adolescents students in relation to their family relationship was analyzed by using appropriate statistical techniques as mentioned earlier III. The data collected for the present study has been analyzed.

The present study was undertaken in order to analyze the emotional maturity of adolescents' students in relation to their family relationship of Jammu city.

**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	Adolescents students	60	10811.74	80943.60	9983.67	0.34	.01

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 H1 is accepted.

**Table-2**

**Difference between Boys and Girls Adolescent Students in Terms of their Family Relationship**

Variables	Groups	N	Mean	SD	SED	t-value	Level of Significance
Family Relationship	Boys	30	77.1	12.506	5.77	0.596	.05
	Girls	30	73.66	13.798			

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.

**Table-3**

**Difference between Boys and Girls Adolescent Students in Terms of their Emotional Maturity**

Variables	Groups	N	Mean	SD	SED	t-value	Level of significance
Emotional Maturity	Boys	30	99.4	37.52	41.13	0.27	.05
	Girls	30	88.2	32.56			

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.

### 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 exist 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. Douvan and Adelson, Coleman suggested that boys develop autonomous behavior

# Periodic Research

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.

## 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 whom 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.

## References

1. Adams GR, Dyk P, Bennion LD 1990. Parent-adolescent relationships and identity formation. In: BK Barber,
2. Ahmed S, Nigam RS 2009. A study of academic achievement motivation as related to home environment of higher secondary students. *Indian Psych Rev*, 72: 109-116.
3. Amato PR, Keith B 1991a. Parental divorce and adult wellbeing: A meta analysis. *Journal of Marriage and the Family*, 53: 43-58.
4. Amato PR, Keith B 1991b. Parental divorce and the wellbeing of children: A meta-analysis. *Psychological Bulletin*, 110: 26-43.
5. Anju, (2000). A Comparative study of Emotional Maturity in relation to intelligencen and Sex. M.Ed. Dissertation, Punjab University, Chandigarh.
6. Arya, A. (1997). Emotional Maturity and values of superior children in family. Fourth survey of research in Education Vol.11, New Delhi: NCERT.
7. BC Rollins (Eds.): Parent-Adolescent Relationships. Lanham MD: University Press of America, pp. 1-6.
8. Berndt TJ, and Keefe K 1995. Friends influence on adolescents adjustment to school. *Child Dev*, 66: 1312-1329.
9. Bhatia H, Chadha NK 1993. Family Environment Scale. Lucknow: Ankur Psychological Agency.
10. Bronstein P, Fitzgerald M, Briones M, Pieniadz J, Ari AD 1993. Family emotional expressiveness as a predictor of early adolescent social and psychological adjustment. *The Journal of Early Adolescence*, 13: 448- 471.
11. Christopher Spera (2005). A Review of the Relationship among Parenting Practices, Parenting Styles, and Adolescent School Achievement. *Educational Psychology Review*. Volume 17, Issue 2, pp 125-146.
12. Dasgupta S, Basu J 2002. Parent-adolescent relationship: The contributory role of marital quality of the parents and earning status of the mother. *Indian Journal of Psychological Issues*, 10: 40-51.
13. Dean, D.G., Bruton, B.T. (1989). Alienation and Emotional Maturity, *Research Journal*, Vol.22, Pp 221-230.
14. Grotevant H.D. & Cooper C.R. (1986). Individuation in Family Relationships. A Perspective on Individual Differences in the Development of Identity and Role-Taking Skill in Adolescence. *USA Hum Dev* 1986; 29:82-100.
15. Herman KC, Ostrander R, Tucker CM 2007. Do family environments and negative cognitions of adolescents with depressive symptoms vary by ethnic group? *Journal of Family Psychology*, 21: 325-330.
16. Huxley R 2006. A Professional's Guide to Parenting Education. Fromwww.Parentingtoolbox.com (Retrieved on 23 March 2011).
17. Jewell JD, Stark KD 2003. Comparing the family environments of adolescents with conduct disorder or depression. *Journal of Child and Family Studies*, 12:77-89.
18. Johnson HD, Lavole JC, Mahoney M 2001. Inter parental conflict and family cohesion: Predictors of loneliness, social anxiety, and social avoidance in late adolescence. *Journal of Adolescent Research*, 16: 304.

## Periodic Research

19. Landau, E. (1998). The Self- the Global factor of Emotional Maturity. Journal Article, Roper Review, Vol.20, 1998.
20. Laurence Steinberg & Susan B. Silverberg (1986). The Vicissitudes of Autonomy in Early Adolescence. Child Development. Vol. 57, No. 4 (Aug., 1986), pp. 841-851.
21. Laurence Steinberg (2001). We Know Some Things:Parent-Adolescent Relationships in Retrospect and Prospect. Journal of Research on Adolescence. Volume 11, Issue 1, pages 1-19.
22. McFarlane, Bellissimo A, Norman GR 1994. Family structure, family functioning and adolescent wellbeing: The transcendent influence of parental style. Journal of Child Psychology and Psychiatry, 36: 847-864.
23. Mishra, A.N. (1987). A Study of the hostel life of University students of Haryana, Ph.D. Education, Kurekshetra University.
24. Mohanraj R, Latha 2005. Perceived family environment in relation to adjustment and academic achievement. Journal of the Indian Academy of Applied Psychology, 31: 18-23.
25. Mukherjee, J. (2000). Emotional Intelligence bulletin of Rotary Club.
26. Ozcinar Z 2006. The instructional communicative qualification of parents with students. Cypriot Journal of Educational Sciences, 1: 24-30.
27. Sanford M. Dornbusch & Nancy Darling (1992). Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement, and Encouragement to Succeed. Child Development. Volume 63, Issue 5, pages 1266-1281.
28. Sangeeta, (1998). Emotional Maturity as related to personality and academic achievement of Adolescents in Chandigarh. Unpublished M.Ed. Dissertation, Punjab University, Chandigarh.
29. Sinha AKP, Singh RP 1971. Adjustment Inventory for School Students. Agra:National Psychological Corporation.
30. Spruijt E, De Goede MPM 1997. Transition in family structure and adolescent well-being. Adolescence, 32: 897-912.
31. Unisa S 1995. Demographic profile of the girl child in India. Journal of Social Change, 25: 30-37.
32. Van Wel F 2000. The parental bond and the well-being of adolescents and young adults. Journal of Youth and Adolescence, 28: 307-318.
33. Wissink I, Dekovic M, Meijer A 2006. Parenting behavior, quality of the parent-adolescent relationship, and adolescent functioning in four ethnic groups. *Journal of Early Adolescence*, 26: 133-159.