



ISSN (E): 2277- 7695

ISSN (P): 2349-8242

NAAS Rating: 5.03

TPI 2019; 8(6): 657-660

© 2019 TPI

www.thepharmajournal.com

Received: 17-04-2019

Accepted: 18-05-2019

K Samhitha

M.Sc Scholar, Department of Human Development and Family Studies, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

Dr. P Sreedevi

Assistant Professor, Department of Human Development and Family Studies, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

Dr. M Sarada Devi

Professor and University head, Department of Human Development and Family Studies, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

Dr. R Neela Rani

Associate Professor, Department of Extension Education, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

Correspondence

K Samhitha

M.Sc Scholar, Department of Human Development and Family Studies, Hyderabad, Professor Jayashankar Telangana State Agricultural University, Telangana, India

A study on emotional maturity among the tribal adolescents in Adilabad district of Telangana

K Samhitha, Dr. P Sreedevi, Dr. M Sarada Devi and Dr. R Neela Rani

Abstract

The present study was undertaken to assess the emotional maturity of tribal adolescents in Adilabad district of Telangana State. A total sample of 120 adolescents out of which 60 boys and 60 girls in the age range of 13-19 years were selected through purposive random sampling method. Ex-post facto research design was used for the study. A self-designed interview schedule was used to study the socio-demographic characteristics of the respondents. Emotional maturity of the respondents was assessed by using Emotional Maturity Scale. The data was analysed using Frequencies, Percentages, Means, S.D's and 't'-test. The results revealed that, majority of the tribal adolescents had moderate maturity followed by high maturity. Few of the adolescents had low maturity. Significant differences were found between early and late adolescents in the component of emotional progression at 0.01 level in which early adolescents scored lower than late adolescents which means early adolescents were emotionally regressed when compared to late adolescents. No significant gender differences were found in any of the components of emotional maturity.

Keywords: Emotional maturity, tribal adolescents, Adilabad district, emotional stability, emotional progression, personality dis-integration

1. Introduction

Adolescence is a crisis period in which major changes take place in the life of an individual. An adolescent experiences stress and strain in adjusting and coping up with those changes. Impulse control is one of the major tasks of adolescents in which they need to keep greater efforts. Emotional maturity is the ability to handle situations without losing emotional balance. It helps an individual in shaping his/her personality, behaviours and attitudes which in turn helps in enhancing the self-worth and also the relationships with others. An emotionally mature individual controls, responds and exhibits emotions in a socially acceptable manner keeping in view of the societal expectations and can respond to the stressful situations in an appropriate manner hence possess balanced personality. Unlike this, an emotionally immature individual cannot handle his/her disturbing emotions, cannot display steady emotions in pressure and were less tolerant towards differences in people, hence possess imbalanced personality and creates problems in the family, school and also to the society in which they live.

Studies on emotional maturity of adolescents revealed that majority of the adolescents were extremely emotionally immature. Adolescents from rural areas had extremely unstable emotional maturity (Mallick *et al.* 2014, T.Yolila Sangtam, M.S.Talawar 2013). Tribal adolescents were suffering with emotional and behavioural problems like anxiety, depression, frustrations, mental upsets, attention problems and exhibited rule-breaking behaviour (D.V. Venu Gopal and A. Ashok, 2012), they were emotionally immature when compared to non-tribal adolescents (Deva Anjali, 2015) [2]. Hence, an attempt was made to find out the status of emotional maturity among tribal adolescents of Adilabad district of Telangana.

2. Objectives of the study

1. To study the levels of emotional maturity among tribal adolescents
2. To find out the age and gender differences in emotional maturity

3. Materials and Methods

Based upon the nature of the research problem and objectives of the present study, Ex-post facto research design was used. 120 tribal adolescents (60 boys and 60 girls) who were in the age range of 13-19 years were purposively selected. Interview schedule was designed by the

investigator for the study which includes general profile of the tribal adolescents. Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargava was used to find out the emotional maturity levels of the respondents. Emotional Maturity Scale is a self-reporting five-point scale in which 48 items under five broad categories i.e., Emotional stability, Emotional progression, Social adjustment, Personality integration and Independence. The response options available are Very Much, Much, Undecided, Probably and Never and scores assigned are 5, 4, 3, 2 and 1 respectively. The scores of a respondent on 5 sub-scales of the emotional maturity scale collectively gives the Composite Emotional Maturity Score.

4. Results and discussion

4.1 General profile of the respondents

An equal number of boys and girls in the age range of 13-15 years and 17-19 years were selected for the study. According to the demographic data of the tribal adolescents nearly half of tribal adolescents were first borns followed by 2ndborns, belonged to nuclear families, followed by extended families and only few were from joint families. More than half of the respondents were perusing their degree, few of them were in 10th class followed by 9th class and 8th class. Half of the

respondents were studying in Government schools and colleges and the remaining half in private institutions. More than forty percent (42%) of the fathers studied up to primary school followed by Secondary school, few of them were illiterates and meagre percent were graduates and post-graduates. About mother’s education, more than 1/3rd of their mothers (35%) are illiterates followed by primary and secondary schooling. Very few mothers studied up to intermediate followed by graduation and post-graduation degree. Out of the total sample, more than half (56%) of the fathers had Agriculture as their major occupation, whereas few of them were working in government sector or private sector, had their own businesses, working in different caste related occupations and very few were unemployed. Similar results were found in a study conducted by Swachita. P (2015) that 82% of the fathers in a tribal community perceives Agriculture as main occupation. Similarly, thirty nine percent of the mothers had agriculture as their main occupation followed by wage labour. Few of them were house wives and working in caste related occupations like dhobi work, selling milk, etc. Very few were working in government sector and private sector or had their own businesses.

Table 1: Status of tribal adolescents in the components of emotional maturity (N=120)

S. No	Category of Emotional Maturity	Extremely stable		Moderately Stable		Unstable		Extremely Unstable	
		N	%	N	%	n	%	n	%
1	Emotional stability	48	40	25	21	23	19	24	20
2	Emotional Progression	51	42	18	15	31	26	20	17
3	Social Adjustment	50	42	33	27	8	7	29	24
4	Personality Integration	63	53	24	20	22	18	11	9
5	Independence	27	23	41	34	23	19	29	24

The above table-3.1 presents the details of status of tribal adolescents in the components of emotional stability, emotional progression, social adjustment and personality integration, majority were in the category of extremely stable to moderately stable. This is because, adolescents opined that they were exhibiting emotionally stable behaviours like showing persistence in completing tasks with maintaining steady temperaments, had better control over their impulsive emotions/impulses. They also said that they display emotional progressive behaviours like feeling secure, showing friendliness and being humble. They also exhibited personality integrative behaviours like firmly sticking to their moral codes and taking up responsibilities for their own mistakes and had optimistic thinking and were socially well adjusted.

Few of them inferred that they lack in control of their frustrations, tensions, irritabilities and temper tantrums and becomes moody and stubborn. They felt that they often show emotional regressive behaviours like feeling inferior, insecure, aggressive and egoistic in thinking. They were unable to handle their failures and hence involved in arguments. At the same time, very few of them reported that sometimes they show personality disintegrated behaviours like irrational fears, pessimistic thinking, unrealistic perceptions and were lacking in rationalised thinking and social adaptability.

With regard to the component of Independence, majority were in the categories of moderately stable to extremely stable and more than one third were in unstable to extremely unstable levels. This is because, majority of the tribal adolescents said that they were emotionally independent on others and have

firm opinions, personal feelings and views and had greater control over the internal states of emotions. They inferred that they rely more on their own ideas and were self-oriented. But few of them felt they were egoistic and mostly emotionally dependent on others.

Table 2: Status of overall emotional maturity among the tribal adolescents (N=120)

S. No	Level of emotional maturity	%
1	High Maturity	39
2	Moderate Maturity	53
3	Low Maturity	8
4	Very Low Maturity	0

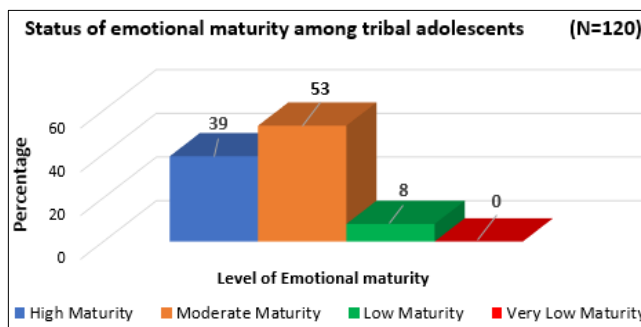


Fig 1: Status of Social maturity among tribal adolescents

The above graph depicts the percentage distribution of tribal adolescents based on the components of emotional maturity. More than half of the adolescents were in moderately stable category of emotional maturity and nearly forty percent were

in stable category of emotional maturity. Very few tribal adolescents were in unstable category of emotional maturity. This is because, majority of the tribal adolescents inferred that they were able to handle, control, balance and express their emotions in a more socially appropriate manner. They felt that they often exhibit emotionally stable, progressive and personality integrated behaviours and were emotionally

independent. They opined that they showed endurance and steadiness in tough situations of life and exhibited emotions in a suitable manner. The results were supported by the results of Singh, R, Pant, K and Valentina, L (2013) found that, more than half of the urban boys and girls were moderately stable followed by extremely emotionally stable and very few were emotionally unstable in their emotional maturity.

Table 3: Mean differences between early and late adolescents in the components of Emotional maturity

S. No	Components of Emotional Maturity	13-15 years (Early Adolescents)		17-19 years (Late Adolescents)		't'	P Value
		Mean	SD	Mean	SD		
1	Emotional Stability	20.23	6.59	26.28	7.69	4.63	0.06
2	Emotional Progression	21.03	5.21	26.42	7.30	4.65	0.003**
3	Social Adjustment	18.08	4.28	23.18	4.08	6.68	0.75
4	Personality Integration	17.83	5.20	23.38	5.18	3.05	0.65
5	Independence	16.95	3.67	19.57	5.12	3.22	0.07
	Total	94.18	20.82	118.83	22.71	6.20	0.76

**P <0.01 level of significance

Significant differences were observed in the component of emotional progression in which early adolescents showed lower than late adolescents. It indicates that, early adolescents used more emotionally regressive behaviours of feeling inferior, insecure, aggressive, egoistic in thinking when they come across any emotional crisis. They were unable to handle their failures and hence involved in arguments Similar results

were found in a study conducted by Krishna Duhan, Anusha Punia & Parminder Jeet (2017) [3], who found that, as age increases emotional progression also increase. No significant differences were found in both early and late adolescents in terms of emotional stability, social adjustment, personality integration and independence.

Table 4: Gender differences in the Components of Emotional maturity of the tribal adolescents

S. No	Components of Emotional Maturity	Boys		Girls		't'	P Value
		Mean	SD	Mean	SD		
1	Emotional Stability	23.83	8.28	23.13	7.25	0.176	0.43
2	Emotional Progression	22.83	7.16	24.62	6.51	1.43	0.08
3	Social Adjustment	21.32	4.31	19.95	5.35	1.54	0.06
4	Personality Integration	20.42	6.30	20.85	5.43	0.40	0.34
5	Independence	18.33	3.43	18.18	5.59	0.18	0.43
	Total	106.28	23.51	106.73	26.56	0.10	0.46

No significant difference was found in all the components of emotional maturity as per their gender. This means that, girls and boys did not significantly differ in any of the components of emotional maturity. Majority of the tribal adolescent girls and boys were emotionally unstable, regressed, had a disintegrated personality and exhibited emotionally dependent behaviours but were mature in social adjustment patterns. This might be due to the reason that, the emotional maturity is the least emphasized thus most neglected area in which both boys and girls receive very less orientation unlike social maturity.

The present results were supported by the results of Subbarayan and Visvanathan (2011) who found that, emotional maturity among college students is extremely unstable but it was not dependent on gender. No significant difference was found in the components of emotional maturity of boys and girls of senior secondary schools of Chandigarh (Kaur, Manjeet (2013), Jadab Dutta, Dr. Pranab Chetia, J.C Soni, (2013)). In contrast, Deva Anjali (2015) [2], Chandanshive Ajit (2014) [1], found that girls are more matured than boys whereas Tripti Vyas and Prof. Ravi Gunthey (2017) [9], M. Rajakumar and M. Soundararajan (2012) [5], found boys as more matured than girls.

5. Conclusion

From the above study it can be concluded that, majority of the tribal adolescents were moderately mature followed by highly

emotionally mature and very few of them had low maturity. It means that most of adolescents were emotionally stable, exhibited progressed, independent and personality integrated behaviours but few of them had difficulty in controlling their emotions in making social adjustments. Early adolescents displayed more emotionally regressive behaviours when compared to late adolescents and both girls and boys were similarly low in their emotional maturity.

Emotional maturity too plays a vital role in maintaining both physical and mental well-being. An emotionally mature person tends to make healthy relationships. Life skill education would help the adolescents in developing their emotional maturity. Parents and teachers themselves must exhibit emotionally mature behaviours as they were the role models for the adolescents from their immediate social setting. Emotional skills should also be given as equal emphasis as social skills. They should provide conducive, fostering and supportive environment at home, which reduces the adolescent's unrealistic perceptions, insecurities and fears.

6. References

1. Chandanshive Ajit. Study of Emotional Maturity and Self Confidence of Adolescents, Indian Streams Research Journal. 2014; 4(8):2230-7850.
2. Deva Anjali. Emotional Maturity of Tribal and Non-Tribal Pre – Adolescents: A study of Gandhari Region in Nizamabad District. The International Journal of Indian

- Psychology. 2015; 2(4).
3. Krishna Duhan, Anusha Punia, Parminder Jeet. Emotional Maturity of Adolescents in Relation to their Gender. *International Journal of Educational Science and Research (IJESR)*. 2017; 7(1):61-68.
 4. Kusha Pant, Ritu Singh. Gender on Social and Emotional Maturity of senior school adolescents: A case study of Pantnagar. *International Research Journal of Social Sciences*. https://www.researchgate.net/publication/313882757_Gender_on_Social_and_Emotional_Maturity_of_Senior_School_Adolescents_A_Case_Study_of_Pantnagar, 2017.
 5. Rajakumar M, Soundararajan M. A Study on Higher Secondary Students' Family Environment and Achievement in Economics in Tirunelveli District. *International Journal of Research in Education Methodology Council for Innovative Research*. 2012; 1(2).
 6. Singh PY, Bhargava M. *Emotional Maturity Scale*, Agra: National Psychological Corporation. Sinha, 1990.
 7. Subharayan K, Visvanathan G. A study on Emotional Maturity of college students. *Recent Research in Science and Technology*. 2011; 3(1):65-63.
 8. Subramanian N, Veliappan A. A Study on Emotional Maturity of High School students. *Indian Journal of Applied Research*. 2013; 3(11).
 9. Tripti Vyas, Prof. Ravi Gunthey. Emotional Maturity and Self Confidence among Adolescent Students. *The International Journal of Indian Psychology*. 2017; 5(1):2349-3429.