



## ***Emotional Maturity of Adolescents in Relation to their Intelligence.***

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### **KEYWORDS :**

#### **INTRODUCTION**

Man is born just as all creatures with physical character and become human gradually through association with his fellows – every living creature is in fact a sort of lock whose wards and springs presuppose special forms of key – which keys however are not born attached to locks, but are sure to be found in the world near by as life goes on.

#### **EMOTION**

Emotions are recovery experiences that communicate across human systems. They can be distorted or disassociated according to values and beliefs. They provide motivation and inspiration to retreat, or to excel. It is a special kind of intense subjective experience consisting of strong feeling tones.

**According to Plutchik (1970)** "An emotion may be a patterned bodily reaction of either destruction, reproduction, incorporation, orientation, protection, rejection or exploration or some combination of these, which is brought about by a stimulus."

#### **MATURITY**

Maturity means complete physical and mental growth or the state of adulthood. But in reality to be mature does not necessarily mean just a fully grown up individual, it is a combination of many things that includes age, awareness, intelligence, decision making, ability and more. The Oxford Dictionary defines the word 'Maturity' as deliberateness of action, mature consideration, fullness or perfection of natural development, state of being complete, perfect, ready and so on.

#### **EMOTIONAL MATURITY**

Emotional maturity is the ability to bear tension. Other marks are an indifference towards certain kinds of stimuli that affect the individual and they develop moodiness and sentimentality. Besides, an emotionally mature person persists in the capacity for fun and recreation. They enjoy both play and responsible activities and keep them up to a proper balance.

#### **INTELLIGENCE**

In general intelligence is the ability of an individual to perceive the right things in right place at the right time. It is the ability to learn from experience and to deal affectively with the task involving abstractions. So, intelligence is the capacity and rational constructive thinking directed to the attainment of some end.

**According to Wechsler (1943)** Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal affectively with the environment".

#### **SIGNIFICANCE OF THE PROBLEM**

Today is the era of modernization with the rapid development in all walks of life problems have also multiplied in that proportion. The rapid urbanization and industrialization has made mans life busy and fast. The modernization causes stress, depression, anxiety and emotional disturbance. Emotional maturity is influenced by

interest, aptitude, self concept, intelligence and academic achievement etc. So, the aim of study is to find the emotional maturity of adolescents and its relation with intelligence.

#### **STATEMENT OF THE PROBLEM**

***Emotional Maturity of Adolescents in Relation to their Intelligence.***

#### **OBJECTIVES OF THE STUDY**

1. To study the emotional maturity of adolescents.
2. To find difference in emotional maturity of male and female adolescents.
3. To find difference in emotional maturity of rural and urban adolescents.
4. To find difference in emotional maturity of government and private school adolescents.

#### **HYPOTHESES**

1. There will be significant correlation between emotional maturity and intelligence of adolescents.
2. There will be significant difference in emotional maturity of male and female adolescents.
3. There will be significant difference in emotional maturity of rural and urban area adolescents.
4. There will be significant in difference in emotional maturity of government and private school adolescents.

#### **DELIMITATIONS OF THE STUDY**

1. Present study will be confined to 200 students.
2. Data will be collected from 6 Govt. and 6 Private schools.
3. Present study will be delimited to the adolescents of Fazilka district only.
4. Study will be restricted to see relationship of variable namely intelligence with emotional maturity.

#### **REVIEW OF RELATED LITERATURE**

##### **EMOTIONAL MATURITY AND INTELLIGENCE**

**Singh, Bhargav and Srivastva (1971)** concluded that children having behavioural problems usually come from broken homes. Results also revealed that adjustment pattern of mothers of emotionally disturbed children were significantly different from the mothers of normal children. Emotionally disturbed parents almost always produce an emotionally disturbed child.

**Sharma and Singh (1997)** indicated that male and female undergraduates of urban areas scored higher than their counterparts from rural areas in all areas on emotional maturity scale viz. emotional stress, emotional depression, social distance, personality disorder and lack of ascendancy.

**Kaur, H. (2001)** found significant relationship between emotional maturity and intelligence. However no significant relation was observed between emotional maturity and academic achievement.

Further she found no significant difference in the emotional maturity of boys and girls.

**Mushtaq and Bharti Kumari (2003)** in a study of parental encouragement, academic anxiety and emotional stability of school going adolescents found boys obtained higher scores in emotional stability and parental encouragement.

**EMOTIONAL MATURITY IN RELATION TO AREA, GENDER AND TYPE OF SCHOOL**

**Goswami et.al. (1986)** in their study on emotional adjustment of youth in relation to sex, locality and income found that male youth showed better emotional adjustment.

**Sharma (2000)** in a comparative study on emotional maturity of children of working and non-working mothers found that no significant differences were found in emotional maturity of girls and boys of working and non-working mothers.

**Mahajan (2001)** studied the emotional maturity of high school students of Jammu City and found insignificant difference in the emotional maturity of male and female students.

**Kaur, M (2003)** in a comprehensive study on 'Emotional maturity of senior secondary students in relation to intelligence and family climate', obtained following results 1) Students studying in government and private school differed significantly in different components of emotional maturity. II) No differences were found in the emotional maturity of males and females.

**DESIGN OF THE STUDY**

For the present study survey method was employed. In this study intelligence is independent variable and emotional maturity is the dependent variable. The main purpose of the study is to see that how the independent variable influence the dependent variable.

**SAMPLE**

The sample of the study consists of 200 students of Xth class from different private and govt. schools of Fazilka district. The selection of the subject was done randomly.

**TOOLS OF THE STUDY**

- 1. Emotional Maturity Scale by Singh & Bhargava (1971)
- 2. Group Test of General Mental Ability by R.K. Tandon (1986)

**STATISTICAL TECHNIQUES USED**

- 1. Descriptive statistics such as mean, median, standard deviation, skewness and Kurtosis was calculated to ascertain normality of the data.
- 2. Pearson's Product Moment Correlation was calculated to find out relationship between independent & dependent variables
- 3. t-Ratios were worked out to find out the significant difference in emotional maturity of :-
  - a) Male & Female Adolescents
  - b) Rural & Urban Adolescents
  - c) Government & Private School Adolescents

**ANALYSIS OF DATA**

The data consisted of scores of emotional maturity, intelligence of adolescents. The data is processed statistically in the following order :-

- 1. Mean, Median, Standard Deviation, Skewness and Kurtosis to ascertain normality of data.
- 2. Product Moment Correlation between :-
  - a) Emotional Maturity and Intelligence
- 3. t-ratios between :-
  - a) Emotional Maturity of Male and Female Adolescents
  - b) Emotional Maturity of Rural and Urban Adolescents
  - c) Emotional Maturity of Govt. and Private School Adolescents

**INTERPRETATION OF RESULTS**

**TESTING OF HYPOTHESES**

**Hypothesis -I**

**“There will be significant correlation between emotional maturity and intelligence”**

Obtained results are contrary to the previous findings hence Hypothesis-I, that there will be significant correlation between emotional maturity and intelligence stands rejected.

**Hypothesis -II**

**“There will be significant difference in emotional maturity of male and female adolescents”**

Obtained results are in conformity to the previous findings thus Hypothesis - II “There will be significant difference in emotional maturity of male and female adolescents” stands rejected.

**Hypothesis -III**

**“There will be significant difference in emotional maturity of rural and urban adolescents”**

The results of the study are contradictory to the findings thus Hypothesis - III There will be significant difference in emotional maturity of rural and urban adolescents is not accepted.

**Hypothesis -IV**

**“There will be significant difference in emotional maturity of govt. and private school adolescents”**

Obtained results are in conformity with the findings thus Hypothesis - IV “ There will be significant difference in emotional maturity of Govt. and Private school adolescents” stands rejected.

**CONCLUSIONS**

- 1. There was no significant correlation between emotional maturity and intelligence of adolescents. Thus hypothesis “There will be significant correlation between emotional maturity and intelligence” was rejected.
- 2. There was no significant difference in the emotional maturity of male and female adolescents. Thus hypothesis “There will be significant difference in the emotional maturity of male and female adolescents”, was rejected.
- 3. There was no significant difference in the emotional maturity of rural and urban adolescents. Thus hypothesis “There will be significant difference in the emotional maturity of rural and urban adolescents”, was rejected.
- 4. There was no significant difference in the emotional maturity of govt. and private school adolescents. Thus hypothesis “There will be significant difference in the emotional maturity of govt. and private school adolescents”, was rejected.

**SUGGESTIONS FOR FURTHER RESEARCH**

- 1. Study of same nature can be undertaken for different districts of state.
- 2. The present study covers only representative sample of 200 students from government and private schools of Fazilka district. The study may be replicated on a larger sample in order to get a better understanding of the variables under study.
- 3. Certain other variables like emotional intelligence, self confidence, academic achievement, adjustment, risk-taking behaviour etc. can be taken along with emotional maturity of adolescents.
- 4. A study of emotional maturity of college and university students in relation to other variables may be taken.
- 5. The comparative study of science and arts students in the light of variables under study may be undertaken.

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