



## A Study of Emotional Maturity Among Tribal and Non-Tribal Adolescent Girls

### KEYWORDS

Emotional Maturity, Tribal, Non-tribal.

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**ABSTRACT** *The purpose of the present study was to examine the level of Emotional Maturity among Tribal and Non-tribal adolescent girls and to identify the impact of SES and Family structure on Emotional Maturity. The sample of the study comprised 100 students ( 50 Tribal adolescent girls and 50 Non-tribal adolescent girls) randomly selected from various colleges of Ranchi town. The half of the total students taken from nuclear family and other half from joint family. They were in the age group between 16-18 years and belonging to HSES and LSES. To collect the required data for the present study EMS (Emotional Maturity Scale) developed by Singh and Bhargava (1990) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD and 't' test. Result shows that Non-tribal adolescent girls have high level of Emotional Maturity in comparison to the Tribal adolescent girls. On the basis of obtained result it was also concluded that Emotional Maturity is affected by SES and Family structure.*

Emotional Maturity is an effective determinant to shaping the personality, attitudes and behavior of the adolescents into accepting responsibility, making decision, teaming with groups, developing healthy relationship and enhancing self worth. Emotional maturity is defined as how well you are able to respond to situations, control your emotions and behave in an adult manner when dealing with others.

According to Walter D. and Smitson W. S. emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally. In brief emotional maturity can be called as the process of impulse control through the agency of "self" or "ego". Kaplan and Baron (1986) elaborated the characteristics of an emotionally mature person say that he has the capacity to withstand delay in satisfaction of needs, He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture.

Emotional instability is an indication of emotional immaturity, as emotionally unstable response is characterized by the lack of agreement between the emotional response and the provoking stimulus. Aleem and Sheema have found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable compared to male students. Sivakumar found that the sex, community and the family type they belong did not play any role (no significant difference) in the emotional maturity of the college students. But it is inferred from that the religion the college students belongs to shows significant difference in their emotional maturity. Mangal and Aminabhavi (2007) found that the adolescents children of employed mothers have greater emotional maturity than that of housewives.

K. Subbarayan & G. Visvanathan concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred from the college students Belongs to different religious shows significant difference in their emotional maturity.

### Objectives of the Study

The researcher has framed the following objectives for the present study

1. To study the level of emotional maturity of Tribal and

Non-tribal adolescent girls.

2. To compare the level of Emotional Maturity of Tribal and Non-tribal adolescent's girls.
3. To study the impact of SES and Family structure on Emotional Maturity.

### Hypotheses

1. The Non-tribal girls would show greater emotional maturity than the Tribal adolescent girls.
2. There would be no significant difference between the adolescent girls of joint family and nuclear family on emotional maturity.
3. The girls of High SES would show higher level of emotional maturity than the girls of Low SES.

### METHODOLOGY

#### Sample

The sample for the present study consisted of 100 college students (50 tribal adolescent girls and 50 Non-tribal adolescent girls ). In both group (Tribal and Non-tribal) 25 adolescent girls were taken from Joint Family and 25 from Nuclear family. Out of 25 adolescent Tribal girls of Joint family 14 girls were taken from High SES and 11 from Low SES and in Nuclear family 15 girls were taken from High SES and 10 from Low SES. Similarly in Non-tribal group of joint family 14 girls were taken from High SES and 11 from Low SES and in Nuclear family 16 girls were taken from High SES and 9 from Low SES. The age of all girls was ranged between 16-18 years. The samples were taken from different college of Ranchi district.

#### Tool

- 1- Personal Data Sheet (PDS):-To collect the basic information regarding age, sex, education, SES, family structure and other details about the respondents has been used, which was designed by researcher.
- 2- Emotional Maturity Scale (EMS):-To measure the level of emotional maturity of respondents, EMS(Emotional Maturity Scale) has been used. EMS is a self reporting scale developed by Singh and Bhargava (1990). This scale has a total of 48 items, measures 5 areas of emotional maturity that are emotional instability, emotional regression, social maladjustment, personality disintegration and lack of confidence.

#### Procedure

The above mentioned scales were administered on the selected sample with proper instruction. The obtained responses were served with the help of standard procedure given in

the manual.

**Result and Discussion**

**Table no-1**

Dimension	Group	N	Mean	Sd	T Ratio	Df	Significance Level
A	Tribal	50	29	7.874	2.94	98	0.01
	Non-Tribal	50	24.4	7.79			
B	Tribal	50	29	6.325	2.66	98	0.01
	Non-Tribal	50	25	8.602			

C	Tribal	50	27.6	6.97	1.70	98	Not significant
	Non-Tribal	50	25.1	7.803			
D	Tribal	50	26.3	6.63	1.24	98	Not significant
	Non-Tribal	50	24.6	7.15			
E	Tribal	50	23.5	5.22	1.73	98	Not significant
	Non-Tribal	50	21.5	6.34			
TOTAL	Tribal	50	134.4	26.10	2.29	98	0.05
	Non-Tribal	50	120.8	32.86			

**Table no-2**

TRIBAL								NON-TRIBAL							
DIMENSION	SUB-GR	N	M	SD	T	df	Significance level	DIMENSION	SUB-GR	N	M	SD	t	df	Significance level
A	J	25	28.4	8.18	0.53	48	NS	A	J	25	21.8	8.42	2.08	48	0.05
	N	25	29.6	7.49					N	25	27.0	8.94			
B	J	25	27.6	6.39	1.58	48	NS	B	J	25	23.4	9.002	1.31	48	NS
	N	25	30.4	5.93					N	25	26.6	7.86			
C	J	25	25.6	6.71	2.10	48	0.05	C	J	25	23.8	7.98	1.17	48	NS
	N	25	29.6	6.55					N	25	26.4	7.39			
D	J	25	25.6	6.55	0.74	48	NS	D	J	25	24.4	7.76	0.19	48	NS
	N	25	27	6.63					N	25	24.8	6.49			
E	J	25	24	6.16	0.73	48	NS	E	J	25	20	5.16	1.87	48	NS
	N	25	22.88	4.28					N	25	23.2	6.67			
TOTAL	J	25	129.4	28.99	1.35	48	NS	TOTAL	J	25	113.8	33.62	1.50	48	NS
	N	25	139.4	21.74					N	25	127.8	30.53			

J= Joint family, N= Nuclear family

**Table no-3**

TRIBAL										NON-TRIBAL							
JOINT FAMILY					NUCLEAR FAMILY					JOINT FAMILY				NUCLEAR FAMILY			
D	S	N	M	SD*	t	N	M	SD*	t	N	M	SD*	t	N	M	SD*	t
A	L	11	33.9	6.77	3.67**	10	33	6.74	2.55*	11	28.0	6.26	4.36**	9	34.4	7.33	3.6**
	H	14	24.35			15	26.5			14	17.42			16	23.18		
B	L	11	32.0	4.65	4.81**	10	34.0	5.05	2.92**	11	30.54	6.64	4.49**	9	34.5	5.01	5.74**
	H	14	23.0			15	28.0			14	18.0			16	22.18		
C	L	11	29.0	5.46	2.73*	10	32.0	6.21	2.0 <sup>NS</sup>	11	30.27	5.47	5.0**	9	32.77	5.47	4.84**
	H	14	22.7			15	27.4			14	19.07			16	22.4		
D	L	11	29.0	5.02	2.97**	10	32.1	6.17	3.62**	11	28.54	6.78	2.56*	9	31.11	3.79	6.39**
	H	14	23.0			15	23.0			14	20.85			16	21.3		
E	L	11	28.0	4.93	4.04**	10	25.0	4.09	1.82 <sup>NS</sup>	11	23.45	4.42	3.52**	9	29.66	5.17	4.65**
	H	14	20.0			15	21.9			14	16.92			16	19.68		
T	L	11	152.0	20.8	4.63**	10	156	17.29	4.12**	11	140.8	25.4	4.78**	9	162.5	17.6	7.23**
	H	14	113.0			15	126.8			14	92.21			16	108.8		

df= 23 \* = SIGNIFICANT AT 0.05 LEVEL, \*\* = SIGNIFICANT AT 0.01 LEVEL

### Discussion

Going through the data in table no-2 it is clear that Tribal adolescent girls had got high scores on emotional maturity scale in the entire five dimensions (emotional instability, emotional regression, social maladjustment, personality disintegration and lack of confidence) in comparison to Non-tribal adolescent girls. The mean score of Tribal adolescent girls was 29.0 on dimension A and B, 27.6 on C dimension, 26.3 on D dimension and 23.5 on E dimension. On the other hand the mean score of Non-tribal adolescent girls was 24.4 on A dimension, 25.0 on B dimension, 25.1 on C dimension, 24.6 on D dimension and 21.5 on E dimension. The obtain difference between the mean score of Tribal and Non-tribal adolescent girls was significant at 0.01 level on dimension A & B but not significant on dimension C, D & E. The mean difference between total score of Tribal and Non-tribal adolescent girls was significant at 0.05 levels. It means Non-tribal adolescent girls had more emotional maturity than Tribal adolescent girls. Hence the hypotheses no-1 was accepted.

Table no-3 indicates that there was no significant difference between in the mean scores of joint family and nuclear family in both Tribal and Non-tribal group. It means structure of family don't play any important role in the development of Emotional Maturity. Hence the hypotheses no-2 was accepted.

Table no-4 reveals that the effect of SES on emotional maturity is significant. The mean score of low SES (both tribal & non-tribal) adolescent girls was found to be higher than the mean score of high SES adolescent girls. The obtain difference between the mean score of all dimension of low SES and high SES adolescent girls in tribal (joint family) was significant at 0.01 level except dimension C (significant on 0.05 level), and also in nuclear family except dimension C & E (not significant). The difference between the mean score of all dimensions of low SES and high SES adolescent girls in non-tribal (nuclear family) was significant at 0.01 levels and also in joint family except dimension D (significant on 0.05 levels). It means adolescent girls of high SES were more emotionally mature than girls of low SES. Hence the hypotheses no-3 was accepted.

### Conclusion

Based on the analysis of the data it is clear that the Non-tribal adolescent girls have more Emotional Maturity. It is also clear that the family type did not play any role in the emotional maturity of the college students. But it is inferred from the Result Table that the college students belongs to different SES shows significant difference in their emotional maturity.

### REFERENCE

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