

A STUDY ON EMOTIONAL MATURITY OF ADOLESCENT BOYS AND GIRLS ACROSS SOCIO-ECONOMIC STATUS

Pallavi Pandey¹, Anshu² & Anjali Mathur³

¹Research Scholar, Department of Human Development, Ethelind College of Home Science, Sam Higginbottom University of Agriculture, Technology and Sciences, Prayag Raj, Uttar Pradesh, India

²Associate Professor & Head of Department, Department of Human Development, Ethelind College of Home Science, Sam Higginbottom University of Agriculture, Technology and Sciences, Prayag Raj, Uttar Pradesh, India

³Assistant Professor, Department of Human Development, Ethelind College of Home Science, Sam Higginbottom University of Agriculture, Technology and Sciences, Prayag Raj, Uttar Pradesh, India

ABSTRACT

The present investigation is conducted to access impact of gender and socio-economic status on emotional maturity of adolescents. Selected sample comprised of 450 adolescents (225 boys and 225 girls) belong to age group of 13 to 18 years from three socio-economic groups (upper, middle and lower socio-economic group). For fulfilling the purpose of study, the higher secondary schools were selected from Prayagraj city. Stratified random sampling technique was used for selection of the sample. Questionnaire was used as a tool for collecting information from the respondents. Socio-economic status of the adolescents was accessed by **Kuppuswamy's socio-economic scale (1961)** which is revised by **Gururaj and Maheshwaran in 2014**. A self developed questionnaire was used as tool for accessing emotional maturity of adolescents which standardized by test –rest method and item analysis. For statistical analysis of data, t-test and ANOVA was used.

KEYWORDS: Adolescents, Emotional Maturity, Socio-Economic Groups

Article History

Received: 09 Dec 2020 | Revised: 09 Dec 2020 | Accepted: 17 Dec 2020

INTRODUCTION

Adolescence is characterized as a period of growth and maturation. It can also be defined as a critical period when innumerable changes and transitions occur and it is not easy to cope with changes and transitions. Adolescence period is also known as “Period of Heightened Emotionality and Stage of Storm and Stress”, in the present scenario, adolescence has become more challenging and difficult because of higher competition, expectation and technological revolution. These factors may raise emotional vulnerability like emotional upset, tension, anxiety, frustration etc in day to day life and sometimes, it becomes worse like severe depression and attempt to suicide. These emotional vulnerabilities can be handled through proper emotional maturity. “Emotional Maturity” implies the capacity of individual to manage, control and direct emotions appropriately according to uncertainty, circumstances or environment.

Emotional maturity is not only a means but it is an essence of survival for healthy adolescent development in one who emerges as a mature adult. It is also one of the important determinants of the personality that directs the individual, how to control emotions, manage it. As the adolescence age is foundation for future mature adulthood development in this their *Emotional Maturity* is vital one.

Emotional maturity is the product of interaction between many factors, which are type of discipline and family's socio- economic status, peer groups, school or college. The family is primary unit of all society. Family unit comprises of norm and value standard, which is the agencies of socialization. The family is foundation for all social institution and development and the socio economic status is one of the important factors that mostly influence the family, standard of living and development of an individual. Socio- economic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. Family socio economic status is closely attached to individual development, with effects beginning prior to birth and continuing into adulthood. So, this also affects emotional and psychological development of the teenagers as well as their relationship with parents.

Hence, keeping in mind, the significance of emotional maturity of adolescent boys and girls, the present investigation has been conducted to access emotional maturity of adolescent boys and girls with following objectives-

- To compare emotional maturity between adolescent boys and girls across three socio-economic groups
- To access impact of socio-economic status on emotional maturity of boys and girls

METHODOLOGY

In the present research exploratory research design has been followed and cross sectional survey method has been used for collecting the data. Prayagraj city was purposively selected for the study. The total selected samples were 450 adolescents, comprising of 150 adolescents, including 75 boys and 75 girls each, from three socio economic group i.e. lower, middle and upper socio economic groups, within the age group of 13-18 years, who were studying in between 7-12 standard. For fulfilling the purpose of study, the higher secondary schools were selected from Prayagraj city. List of schools were procured from the official website of Prayagraj district. From the available list, 6 schools (Government Girls Inter College, Jamuna Christian Inter College, K P Boys Inter College, K P Girls Inter College, D P Public School, and Vashisth Vatsalaya Public School) were selected as representative for the data collection. Socio-economic status was accessed by Kuppuswamy's socioeconomic scale (1961) which is revised by Gururaj and Maheshwaran (2014). Emotional maturity scale was developed under the supervision of experts and evaluation of the scale was done by a panel of psychologists, counsellors and other experts. Test re-test, factor analysis and correlation coefficient were drawn to establish reliability and validity of the scale. Developed emotional maturity scale was administered to assess emotional maturity level of adolescents across socio-economic groups and gender. The collected data was analyzed using mean, standard deviation, t – test and ANOVA.

RESULTS

Result represents gender comparison of emotional maturity of adolescents by T- test and analysis of variance for estimating impact of Socio-economic status on emotional maturity.

Table 1: Comparison of Emotional Maturity between Adolescent Boys and Girls across Three Socio-Economic Groups

SOCIO-ECONOMIC GROUPS	Boys		Girls		t- score	
	Mean	SD	Mean	SD	t-cal	t- tab
Upper Socio-Economic Group	169.68	15.49	165.94	18.78	1.33	1.98
Middle Socio-Economic Group	165.75	16.45	161.61	17.98	1.47	
Lower Socio-Economic Group	152.44	14.04	151.28	18.64	0.43	

*significant = $p < 0.05$ level

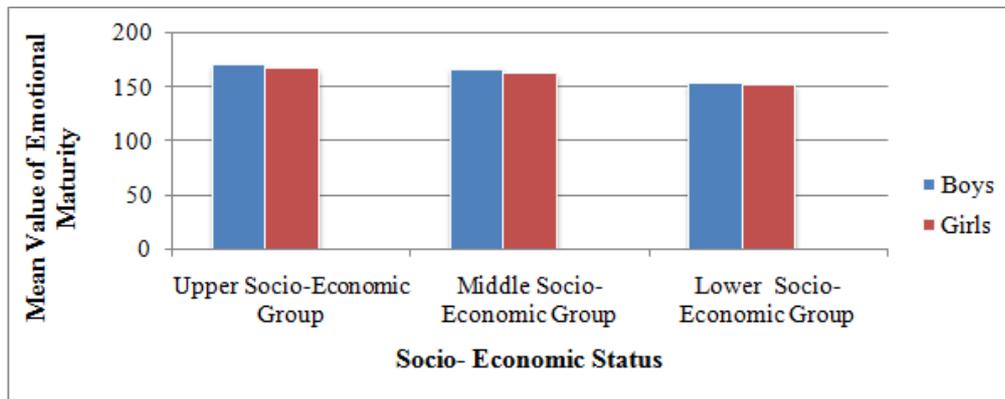


Figure 1: Comparison of Emotional Maturity between Adolescent Boys and Girls Across Three Socio-Economic Groups.

Table-1 represents the comparison of emotional maturity between genders across three socio-economic groups. Table illustrates that in upper socio - economic group though adolescent boys had scored higher mean (169.68) than adolescent girls (165.94) in reference to emotional maturity scores. But, the comparison between mean scores revealed that “t”-tabulated was higher than “t”- calculated. It means that boys and girls of upper socio- economic group were not significantly different (at 0.05 level) in their emotional maturity. In middle socio - economic group as well, boys had slightly higher emotional maturity scores (165.75) than girls (161.61). Similarly in lower socio - economic group also boys scored slightly higher (152.44) than girls (151.28). On comparing mean scores, it was found that the “t”-tabulated was higher (1.98) than “t”-calculated in both i.e. middle and lower socio - economic groups (1.47 and 0.43, respectively) at 0.05 probability levels. Hence, no significant differences were observed in the emotional maturity of boys and girls. Although; adolescent boys have scored little higher than girls but difference in their emotional maturity levels was not significant. Therefore, it is clear that both the genders are more or less same in their emotional maturity in all socio - economic group.

Findings clearly revealed that adolescent boys and girls both have almost similar level of emotional maturity. These findings must have arrived because of the similar exposure and opportunities provided to both the genders in today’s socio cultural milieu, which gives equal freedom of emotional expression and management opportunities to both genders. Emotional maturity is closely associated with factors such as life satisfaction and optimism, irrespective of gender. It is also associated with socialization patterns.

The results are in tune with the findings of **Devi and Vincent (2016)** who studied influencing factors of social anxiety and emotional maturity among adolescents in Coimbatore and revealed that gender had no significant effect on emotional maturity of adolescents. **Dutta et al. (2015)** also conducted comparative study on emotional maturity of secondary school students and reported that no significant difference in emotional maturity level of adolescent boys and girls was found.

IMPACT OF SOCIO-ECONOMIC STATUS ON EMOTIONAL MATURITY OF ADOLESCENT BOYS AND GIRLS

Table 2: Analysis of Variance in Reference to Emotional Maturity of Adolescent Boys Across Socio- Economic Status

Source of Variation	d.f	Sum of Square	Mean Sum of Square	F-Calculated Value	F-Tabulated Value	Results
Due to Socio-Economic Status	2	163772.13	81886.07	11.19**	$f_{2,8} = 8.65$	Significant
Due to Components	4	916256.66	229064.17	31.32**	$f_{4,8} = 7.01$	Significant
Error	8	58512.54	7314.068			
Total	14	1138541.33				

** Highly significant = $p < 0.01$

Table 3: Critical Difference in Socio-Economic Status of Adolescent Boys in Reference to Emotional Maturity

Mean Values in Ascending Order		Mean Values in Descending Order	
		Upper SES= 2545.2	Middle SES=2485.4
	Lower SES=2286.6	258.6*	198.87*
	Middle SES=2485.4	59.8	—

*Significant= $p < 0.05$

Table 2 shows the analysis of variance in emotional maturity of the respondents due to socio-economic status. ANOVA table reveals that the calculated value of F (11.19) was higher the tabulated value of F (8.65) at 0.01 % Probability level, hence it is concluded from the above findings that there is a significant variance in the emotional maturity of respondents on the basis of their socioeconomic status. Table also represents that the calculated value of F (31.32) due to components of emotional maturity (self-awareness, self-regulation, empathy, internal motivation and social skill) is more than F tabulated value at 0.01% probability level hence; there was also a significant difference between components.

Further, Table 3 depicts critical difference in socio-economic status of adolescent boys in reference to their emotional maturity. Table reveals that significant difference in emotional maturity was observed between upper socio-economic status and lower socio-economic status and also between middle socio-economic status and lower socio-economic status but no significant difference was observed between upper socio-economic group and middle socio-economic group. Since, mean value of emotional maturity of adolescent boys of upper socio-economic status was highest. So it is clear that they have highest emotional maturity in them in comparison to their counterparts from the middle and lower socio-economic status.

It can be inferred that socio-economic status is very important factor and it immensely affects the emotional maturity of adolescent boys. Findings clearly revealed that highest emotional maturity in upper socio-economic group followed by middle socio-economic group and least emotional maturity was observed in lower socio-economic group (**Figure-4.41**). It might be due to the reason that adolescent boys of upper socio-economic status get more cooperation, support, guidance and motivation from their parents, as well as they avail enough resources and stimulating home environment. Apart from that, they live in conducive and competitive neighbourhood and easily achieve superior quality education that contributes in enhancing the emotional maturity of adolescent boys. While in case of lower income group, adolescent boys of lower socio-economic group have limited access to resources due to financial hindrance. Moreover, absence of home stimulation and parental guidance as well as disadvantaged environment of neighbourhood and school are

the factors that negatively affect the emotional maturity of adolescent boys of lower socio- economic status. According to **American Psychological Association (2016)**, Low socio-economic status correlate such as a lower, education, poverty, poor health and negative psychological health outcomes, While more positive psychological out comes such as self esteem and perceived control have been linked to higher level of socio-economic status for youth. **Kaur (2015)** also supported that emotional maturity is largely influenced by education, professional and economic conditions of the family and also reported that there was significant effect of socio-economic status on emotional maturity of senior secondary school students.

Table 4: Analysis of Variance in Reference to Emotional Maturity of Adolescent Girls Across Socio-Economic Groups

Source of Variation	d.f	Sum of Square	Mean Sum of Square	F-Calculated Value	F- Tabulated Value	Result
Due to Socio-Economic Status	2	123200.40	61600.05	15.09**	$f_{2,8} = 8.65$	Significant
Due to Components	4	501486.27	125371.57	30.71**	$f_{4,8} = 7.01$	Significant
Error	8	32611.33	3928.11			
Total	14	657348.0				

** Highly Significant = $p < 0.01$

Table 5: Critical Difference in Socio-Economic Status of Adolescent Girls in Reference to Emotional Maturity

Mean Values in Ascending Order	Mean values in descending order	
	Upper SES= 2484.6	Middle SES=2423.4
Lower SES=2269.2	215.4*	154.2*
Middle SES=2423.4	41.2	

*Significant= $p < 0.05$

Table 4 shows the analysis of variance in emotional maturity of the adolescent girls due to socio-economic status. Table reveals that the calculated value of F (15.09) due to socio-economic status (upper socio- economic status, middle socio-economic status and lower socio-economic status) is greater than tabulated value of F (8.65) at 0.01% probability level, hence, there was a prominent difference found between socio- economic status as regard to emotional maturity of adolescent girls. Table also represents the calculated value of F (30.71) due to components (self awareness, self regulation, empathy, internal motivation and social skill) at 0.01 % probability level also exceeds the F tabulated value hence there was also significant difference between components of emotional maturity.

Further, Table 5 illustrates critical difference in socio-economic status of adolescent girls in reference to their emotional maturity. Table represents significant difference in emotional maturity of girls between upper socio-economic status and lower socio-economic status and also between middle socio-economic status and lower socio-economic status but there was no significant difference between upper socio-economic status and middle socio-economic status. Since, mean value of emotional maturity of adolescent girls of upper socio-economic status was highest. So it is clear that they have highest emotional maturity in them in comparison to their counterparts from the middle and lower socio-economic status.

Findings clearly revealed that socio-economic status is an important factor that influences the emotional maturity of adolescent girls. It can be stated like adolescents boys, adolescent girls of upper socio economic status were also observed with maximum emotional maturity followed by emotional maturity in the middle socio-economic status girls and least emotional maturity was found in the lower socio-economic status girls (**Figure-4.42**). The possible explanation for least emotional maturity in adolescent girls belonging to lower income group could be being deprived in opportunities,

resources, quality education, neighbourhood and social support. While on the other hand, adolescent girls from upper income group get greater opportunity, social support, good quality of education, abundant resources and gender equality that could be the contributing factors in enhancing their emotional maturity.

Russell et al. (2016) also found a significant relationship between emotional maturity and socio-economic status of secondary school students. Low socio economic status is associated with higher level of emotional and behavioural problem. **Jamadar and Sindu (2015)** also revealed that adolescents from high socio-economic status were high in emotional intelligence and creativity and adolescents who belonged to lower socio-economic status were reported low in emotional intelligence and creativity. **Ghosh and Mitra (2014)** also reported that high socio-economic group is having higher level of emotional intelligence as compared to low socio-economic group.

CONCLUSIONS

It is inferred from the findings that gender has no significant impact on emotional maturity of adolescents across all socio-economic groups. Findings also revealed that higher emotional maturity was found in adolescents of upper socio-economic group followed by middle socio-economic group and least in lower socio-economic group. Hence, socio economic group is found as one of the important determinants that significantly affect emotional maturity of adolescents (boys and girls).

REFERENCES

1. American Psychological Association (2016). *Children, Youth, Families and Socioeconomic Status*. <https://www.apa.org/pi/ses/resources/publications/children-families>.
2. Devi, S. Gayatri & Vincent Anu (2016), *Influencing Factors of Social Anxiety and Emotional Maturity among Adolescents*, *The International Journal of Indian Psychology: ISSN :2348-5396 (e) | ISSN: 2349-3429 (p)* Volume 3, Issue 4, No. 68, p.p 35-43. <http://www.ijip.in>.
3. Dutta Jadab, Chetia Pranab, Soni, J.C. (2015). *A Comparative Study on Emotional Maturity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam*. *International Journal of Science and Research (IJSR)* ISSN (Online): 2319-706. <https://www.ijsr.net/archive/v4i9/SUB157962.pdf>.
4. Kaur Navdeep (2015). *Study of Emotional Maturity of Senior Secondary School Students in relation to their Socio-Economic Status*. *International Journal in Management and Social Science: ISSN: 2321-1784, Vol.03 Issue-02: pp. 873-879, February, 2015*. <http://www.ijmr.net.in>.
5. Russell, A.E., Ford, T., Williams, R. & Russell, G. (2016). *The Association between Socioeconomic disadvantage and Attention Deficit/Hyperactivity Disorder (ADHD): A systematic review*. *Child Psychiatry and Human Development*. 47.440-458. doi:10.1007/s10578-015-0578-3. <https://www.apa.org/pi/ses/resources/publications/children-families>.
6. Jamadar Chandrakant & Sindhu, A. (2015). *The Impact of Socio Economic Status on Emotional Intelligence and Creativity among Tribal Adolescent Students*. *The International Journal of Indian Psychology*. October – December, 2015 : ISSN 2348-5396 (e) | ISSN: 2349-3429 (p) Volume 3, Issue 1, p.p111-125.
7. Ghosh, Smritikana Mitra (2014). *Emotional Intelligence and Academic Achievement among Advantage and Disadvantage Children*. *The International Journal of Indian Psychology*, Oct to Dec 2014: ISSN: 2348-5396, Volume 2, Issue 1, p.p 111-117.