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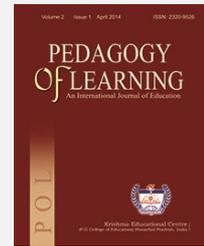
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Emotional Maturity of Adolescent Students in Relation to their Parental Support

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Abstract

The present study was conducted to estimate the Emotional Maturity of Adolescent Students in relation to their Parental Support. The objective of this study was to find out the significant difference between the emotional maturity of adolescent boys and girls students and between location and variation. The sample size of this study was 240 students of different schools of Dhalai District of Tripura state selected by adopting stratified random sample technique. Emotional Maturity test and Parental Support scales were used for collection of data. The Data were analyzed by different statistical techniques and the result revealed no significant difference between the boys and girls on emotional maturity irrespective of location. The study is useful for the adolescents, teachers, policy makers and planner of the government of Tripura.

Keywords: Emotional maturity, Adolescents, Parental support

INTRODUCTION

All round development of a child depends on his desirable and healthy emotional development along with his educational progress. Education moulds and leads Child's life in shining at different angles. Emotions are important in our lives. Kimble Young notes "Emotion is the all-round state of the organism marked by increased bodily activity and strong feelings directed to some subjects". Our behavior is constantly influenced by emotional maturity level of what we possess. The outcome of healthy emotional development is increasing emotional maturity chalse .E. Skinner Emotional maturity is the holistic development attained by a child who has control over the emotion. The emotional experiences are associated with some instincts or biological drives. According to Walter D.Smitson (1974),"Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional Health, both intra-physically and intra-personally". Emotions are expressed as positive as well as negative emotions .emotions like love ,amusement ,curiosity ,happiness are termed as positive emotions ,and emotions like anger, fear, and jealousy are termed as negative emotions. Emotional maturity is not only the effective adjustment with him but it also helps to control the growth of adolescent's development. The matured person has developed attitudes in relation to him and lays environment which have lifted him above "childishness" in thought and behavior.

Adolescence stages considered as the stress and strain in the life of a child. It normally starts from 12 to 18 or 20.A.T Jersild observe "Adolescence is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically". Technically, adolescence is the period of from beginning of sexual maturity (puberty) to the completion of physical growth."Adolescence is a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in society. The need of independence and self –reliance is very essential in adolescence period. According to the modern psychologists, all the disturbances arouse in the mind of adolescence is an essential outcome of his physical development. The students are the pillars of future world. Therefore parents are responsible to provide support in regard to the emotional maturity of their children.

Tripura is a small state with hills, mountains, rivers and ever green forests situated in north-eastern region of India. There are eight districts in Tripura .Dhalai district is situated in part of Tripura consisting of four sub-divisions: Kamalpur,Ambassa, Longtraï valley and Gandacherra. This study will be carried out to find out the level of maturity in relation to parental support of the adolescent students.

RATIONALE OF THE STUDY

The specific needs of the study are to identify the emotional maturity of the adolescent students in relation to their parental support. It is to find out the effects and outcome of the students' emotional maturity among the students in respect to their gender, family background, and areas etc. as emotional maturity enables us to

function as healthy adults. The main purpose of this study is to indicate the level of emotional maturity among the adolescent students. Though the present study is restricted to only the students of Dhalai district, its findings have very important educational implications for parents, teachers as well the counselors etc. So, the parents should act as facilitators to them as in helping them in handling such conditions. In the present study, the parents have a vital role to play as the study is to find out the emotional maturity of the adolescent students in relation to their parental support. The adolescents should be allowed to express their views and feelings freely. If the adolescents act openly and express their problems and feelings without any hesitation then it helps them to adjust themselves to their family, peer mates and society.

OBJECTIVES

The objectives of the study were as follows:

1. To study the emotional maturity of the adolescent students in Dhalai district of Tripura.
2. To study the emotional maturity of boys adolescent students in Dhalai District of Tripura.
3. To study the emotional maturity of girls adolescent students in Dhalai District of Tripura.
4. To study the parental support of the adolescent students.
5. To compare the emotional maturity of the boys and girls adolescent students.
6. To compare the difference between the emotional maturity of the adolescent students on urban and rural areas.
7. To compare the difference between the parental support of the adolescent students on urban and rural areas.
8. To estimate the relationship or association between the emotional maturity and the parental support of the adolescent students.

HYPOTHESES

According to the objectives the following hypotheses were laid down.

Ho₁ There is no significant difference between adolescent boys and girls students in relation to their parental support on emotional maturity.

Ho₂ There is no significant difference between adolescent students in urban and rural areas on their emotional maturity.

Ho₃ There is no significant difference between the parental support to the students of urban and rural areas.

Ho₄ There is no significant association between emotional maturity and parental support of the adolescent students.

METHODOLOGY

Sample and Sampling Technique

In this present research, descriptive survey method was used for the collection of relevant data. The study was conducted in Dhalai District and the schools were selected randomly from four sub-division of Tripura. The size of the sample was 240 which include 120 boys and 120 girls' adolescent students of class-X (ten) from the schools of Dhalai district. The emotional maturity test was administered to collect data. The Data were analyzed by using statistical techniques such as mean, standard deviation, 't' test and chi -Square.

Tools of the Study

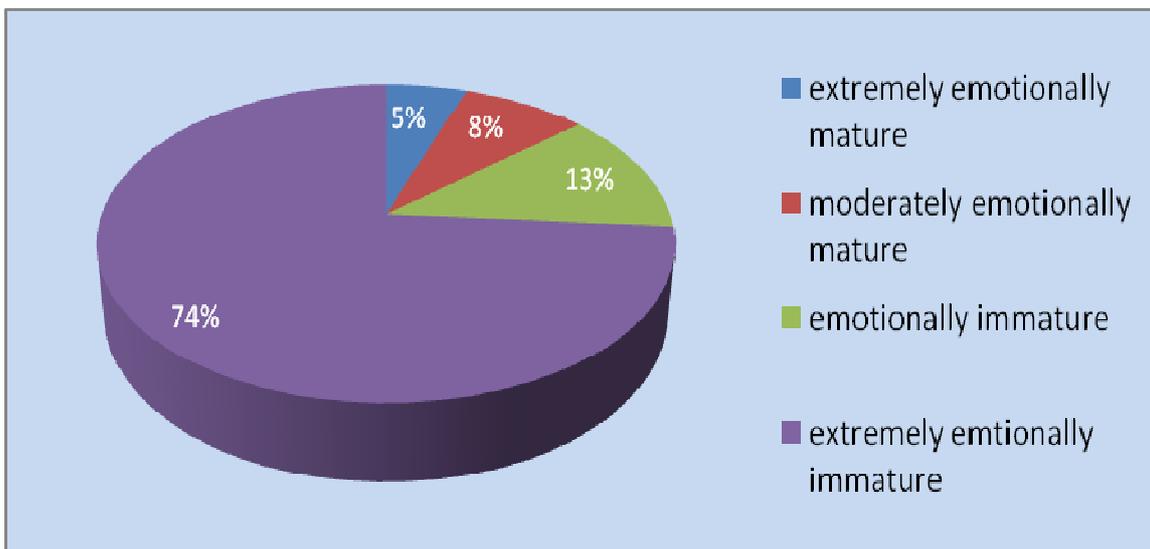
The following tools were used to collect data for the present study:

In order to measure the level of emotional maturity of students – Dr. Yashvir Singh and Dr. Mahesh Bhargava's test was used. To measure the parental support of students – Dr. Shobha Nandwana and Dr. Nimmin Asawa was used.

ANALYSIS AND INTERPRETATION OF THE DATA

Objective -1: To study the emotional maturity of the adolescent students in Dhalai district.

Figure 1:- Showing the percentage of total number of student with degree of emotional maturity

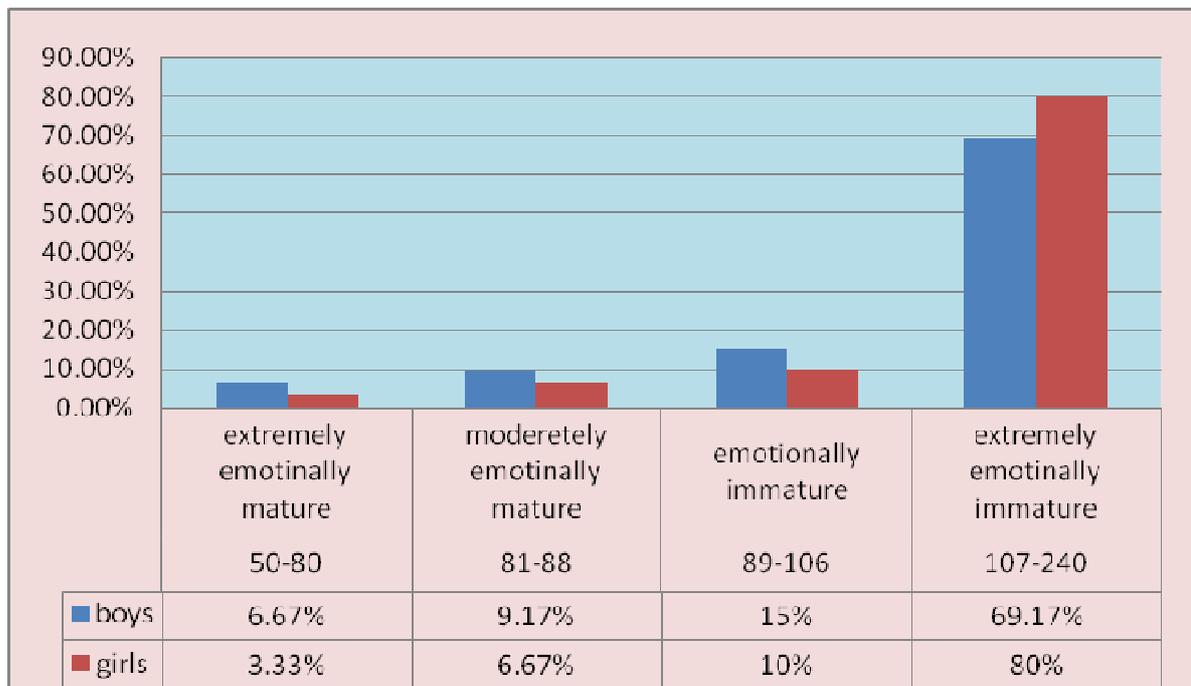


From the figure 1, it is revealed that 05% students were extremely emotionally matured, 08% of students were moderately emotionally mature, while 13% students were extremely immature and 74% students were extremely emotionally immature.

Table 1: Showing total emotional maturity of adolescence boys and girls in Dhalai district.

Sl. No.	Scores	Level of maturity	Boys	Girls
1	50-80	Extremely Emotionally Mature	8 (6.67%)	4 (3.33%)
2	81-88	Moderately Emotionally Mature	11 (9.17%)	8 (6.67%)
3	89-106	Emotionally Immature	18 (15%)	12 (10%)
4	107-240	Extremely Emotionally Immature	83 (69.17%)	96 (80%)

Figure 2: Showing the percentage of emotional maturity of adolescent boys and girls in Dhalai District.



From figure 2 it was seen that 6.67% boys are extremely emotionally Mature, and 3.33% girls are extremely emotionally mature, 9.17% boys are moderately emotionally mature, 6.67% girls are moderately emotionally mature, 15% boys are emotionally immature, 10% girls are emotionally immature and 69.17% boys are extremely emotionally immature, 80% girls are extremely emotionally immature.

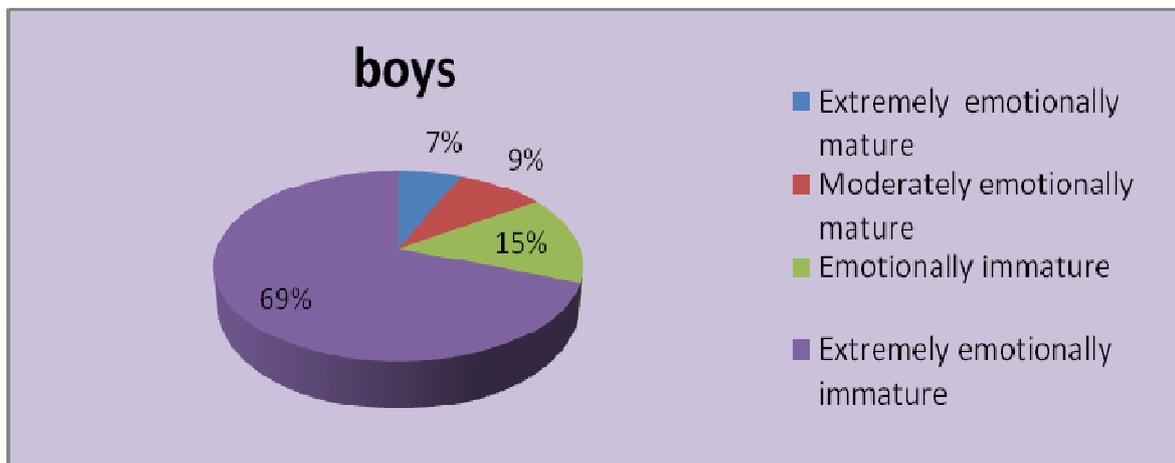
Table 2:- Showing the levels of emotional maturity of adolescent student in urban and rural area

Category	Emotional Maturity Level			
	Extremely Emotionally Mature	Moderately Emotionally Mature	Extremely Immature	Extremely Emotionally Immature
Urban	11(9.17%)	13(10.83%)	19(15.83%)	77(64.17%)
Rural	2(1.67%)	8(6.67%)	10(8.33%)	100(83.33%)

It was found that, in urban area, 9.17% students are extremely emotionally mature ,10.83% are moderately emotionally mature ,15.83% are extremely immature and 64.17% are extremely emotionally immature. In rural area 1.67% students are extremely emotionally mature, 6.67% students are moderately emotionally mature ,8.33% are extremely immature and 83.33% are extremely emotionally immature.

Objective 2: To study the emotional maturity of boys' adolescent students in Dhalai District.

Figure 3:- Showing the percentage emotional maturity of boys adolescent students.



From figure 3 ,it was observed that out of 120 boys students, 7% students belongs to extremely emotionally mature, 9% students are moderately emotionally mature,15% students are extremely immature and 69% students are extremely emotionally immature.

Table 3: Showing the emotional maturity of adolescent boy students in urban and rural areas

Category	Extremely Emotionally Mature	Moderately Emotionally Mature	Emotionally Immature	Extremely Emotionally Immature
urban	7 (11.67%)	6(10%)	10(16.67%)	37(61.67%)
rural	1(1.67%)	5(8.33%)	8(13.33%)	46(76.66%)

From table-3 it is observed that in urban area ,11.67% students are extremely emotionally mature,10% students are moderately emotionally mature ,6.67% students are extremely immature and 61.76% students are extremely emotionally immature. And in rural area 1.67 % are extremely emotionally mature, 8.33% boys are moderately mature, 13.33% boys are extremely immature, 76.66% boys are extremely emotionally immature

Objective 3: To study the emotional maturity of adolescent girls students in Dhalai district.

Figure 4: Showing the percentage of adolescent girls in emotional maturity.

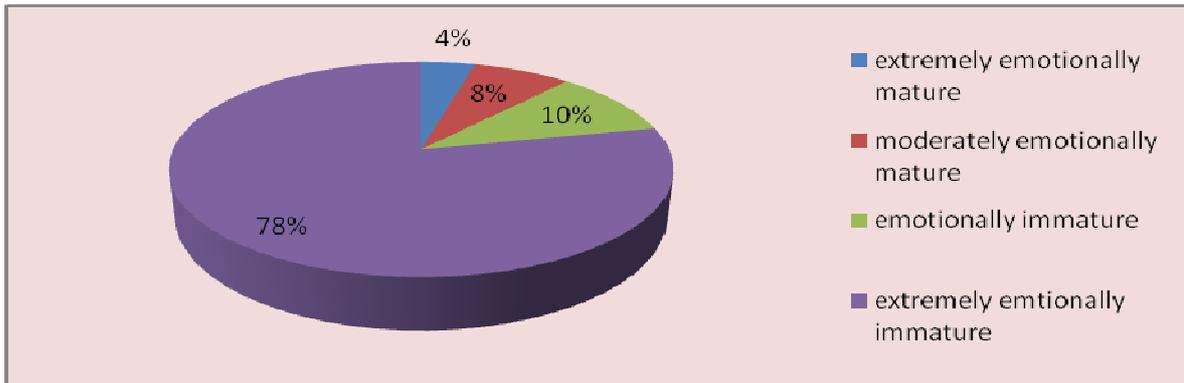


Figure 4 shows that out of 120 students 4% students are extremely emotionally mature,8% students are moderately emotionally mature,10% students are extremely immature and 78% students are extremely emotionally immature..

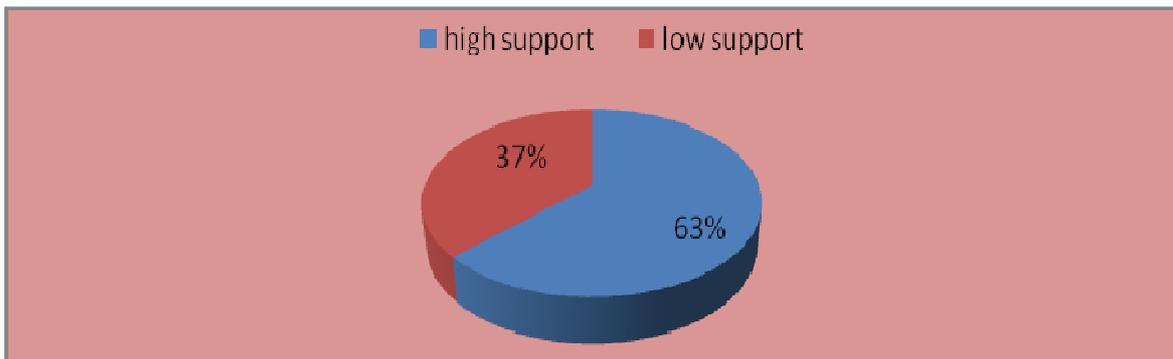
Table 4: Showing the emotional maturity of adolescent girls students' in urban and rural areas.

	Extremely Emotionally Mature	Moderately Emotionally Mature	Emotionally Immature	Extremely Emotionally Immature
Urban	4(6.67%)	7(11.67%)	9(15%)	40(66.67)
Rural	1(0.41%)	3(5%)	2(3.33%)	54(90%)

Table 4 shows that, 6.67% students are extremely emotionally mature, 11.67% students are moderately emotionally mature, 15% students are extremely immature and 66.67% students are extremely emotionally immature in urban area, and in rural area 0.41% students are extremely emotionally mature, 5% students are moderately emotionally mature, 3.33% students are extremely immature and 90% students are extremely emotionally immature

Objective 4: To study the parental support of the adolescent students in Dhalai District.

Figure 5: Showing the percentage of parental support of adolescent students in Dhalai District



Above figure 5 shows that 63% students have high parental support and 37% students have low parental support.

Figure 6: Showing the percentage of parental support of boys and girls adolescent students.

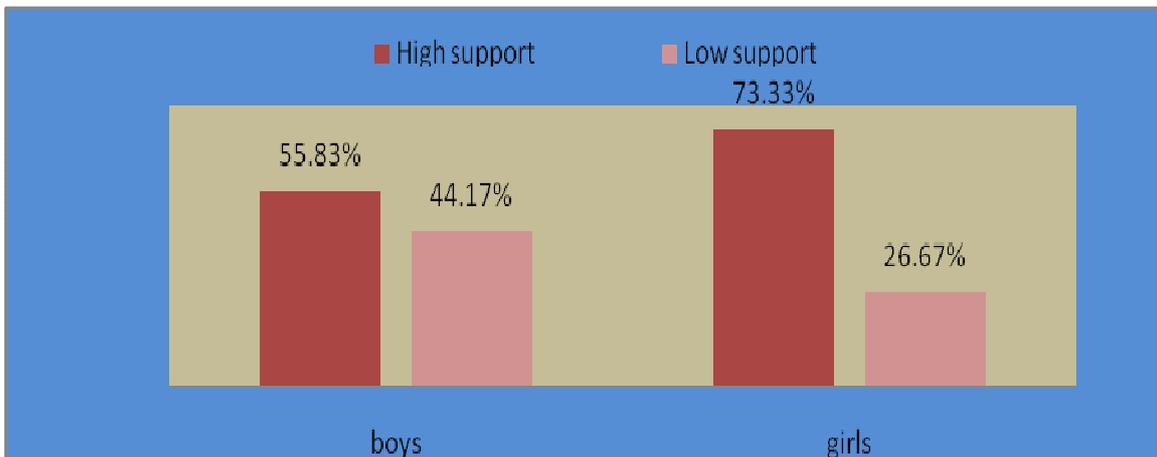


Figure 6 shows that 55.83% boys students' parental support are high, 44.17% boys students' parental support are low, and 73.33% girls students' parental support are high, 26.67% girls students' parental support are low.

Figure 7: Showing the Percentage of Parental support in boys adolescent student in Dhalai District.

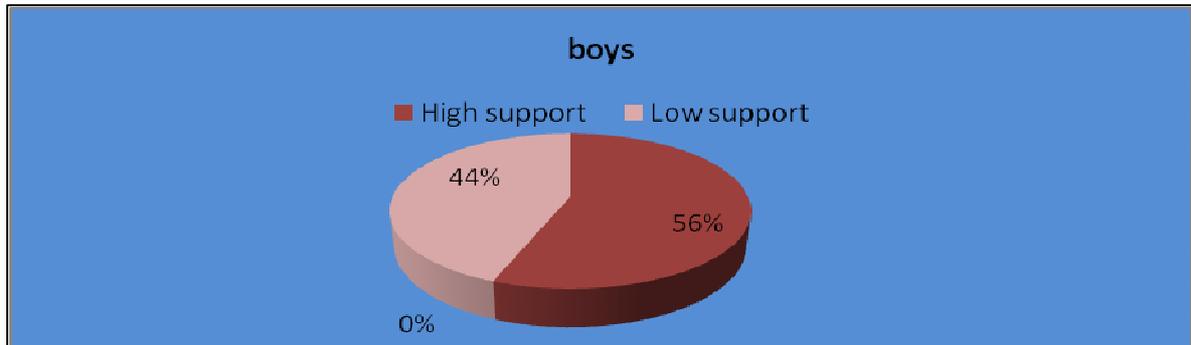


Figure 7 shows that ,56% adolescent boys students are in high parental support, and 44 % adolescent boys students are in low parental support.

Figure 8: Showing the Percentage of Parental support to girls adolescent students in Dhalai District.

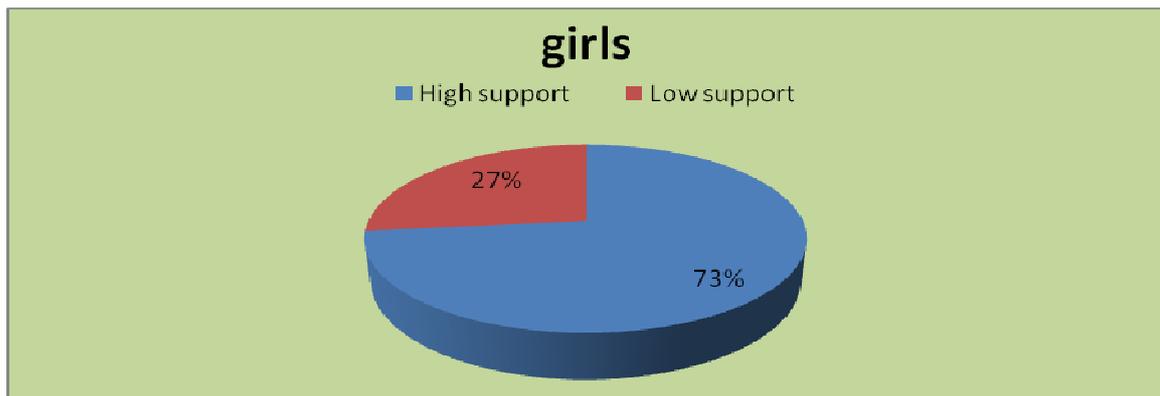


Figure 8 shows that, 73% girls are in high parental support and 27% girls are in low parental support

Table 5: Showing the total parental support of urban and rural students in Dhalai District.

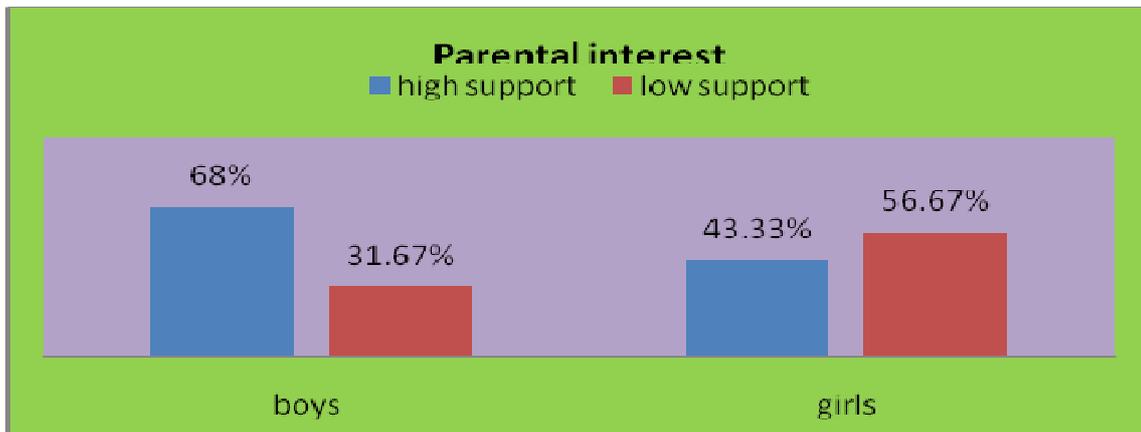
Sl.No	Category	N	Level of Parental Support	
			high	low
1	Urban	120	84 (70%)	23 (19.17%)
2	Rural	120	67 (55.83%)	53 (44.17%)

Table 5 shows that 70% students have high parental support and 19.17% students are in low parental support in Urban, and 55.83 % students are in high support and 44.17% students are in low parental support.

Table 6: Showing the parental interest (section -I) of the adolescent student in Dhalai district.

Category	level of parental Interest	
	high level	low level
Boys	82(68.33%)	38(31.67%)
Girls	52(43.33%)	68(56.67%)

Figure 9: Showing the graphical representation of parental interest (section -I) of adolescent students in Dhalai district



From figure 9 it was seen that, boys have 68% high support and 31.67% low support, and girls have 43.33% high support ,56.57% girls have low support.

Table 7: Showing the parental behavior (section -II) of the adolescent student in Dhalai district.

categories	Parental Behavior level	
	high support	low support
Boys	76 (63.33)	44 36.33%)
Girls	100 (83.33%)	20(16.16%)

Table 7.shows that in section-II, 63.67 % boys have high parental Behavior support and 36.67 % boys have low parental behavior support, 83.33% girls have high parental behavior support ,16.67 % girls have low parental behavior support.

Table 8: Showing the resource provision (section -III) of the adolescent student in Dhalai district

Category	High support	Low support
Boys	63.33%	36.67%
Girls	53.33%	46.67%

Figure 10: Showing the graphical representation of parental interest of adolescent students in Dhalai district.

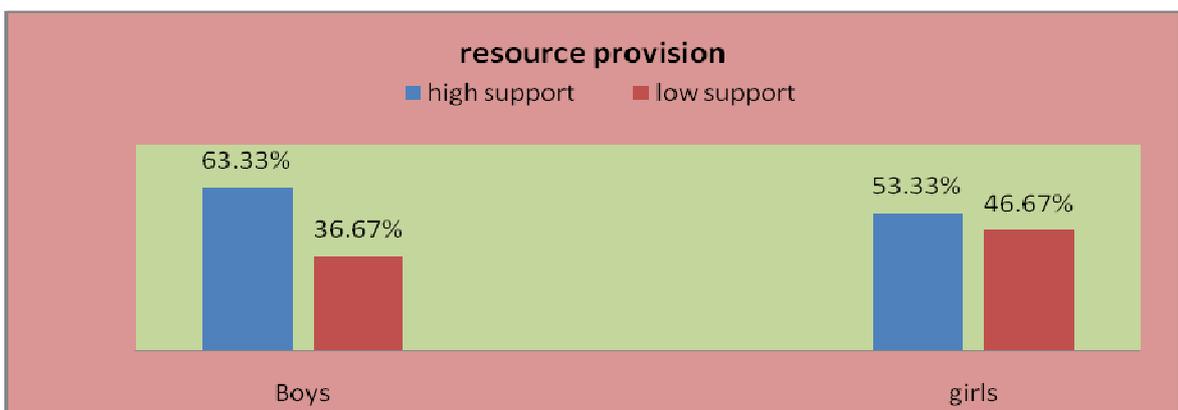


Figure 10 shows that 63.33% boys adolescent students have high resource provision support, 36.67% adolescent boys have low resource provision support and 53.33% adolescent girls have high resource provision support from parents and 46.67% adolescent girls students have low resource support from parents.

Objective 5: To compare the emotional maturity of adolescent boys and girls students in Dhalai District.

Hypothesis -1

“There is no significant difference between the boys and girls adolescent students in Dhalai District”.

Table 9: Showing the significant difference between the means of emotional maturity of boys and girls adolescent students.

category	N	mean	SD	D	df	t' value	level of significance
boys	120	117.04	25.33	4.97	238	1.79	Not significant
girls	120	112.07	17.92				

From Table 9 it was observed that that the mean Value obtained by boys was 117.04, the corresponding SD was 25.33 and Mean of girls was 112.07, the corresponding SD was 17.92 .The Result of calculated 't' value 1.61, less than the tabulated value df 238 at 0.05 (1.97) which was statistically not significant .Therefore ,the hypothesis is Accepted. It is found out that there is no significant difference between boys and girls in emotional maturity.

Objective 6: To compare the emotional maturity of adolescent students Urban and rural areas.

Hypothesis -2 : *“There is no significant difference between the emotional maturity of adolescent students in Urban and rural areas.”*

Table 10: Showing the significant difference between means of emotional maturity of adolescent students in urban and rural areas.

Category	N	Mean	SD	D	df	t- value	level of significance
urban	120	113.2	39.35	2.91	238	0.51	Not significant
rural	120	116.11	48.15				

From Table 10 it was observed that that the mean Value obtained by Urban was 113.2, the corresponding SD was 39.35 and Mean value obtained by Rural was 116.11 and the corresponding SD was 48.15. The Result of calculated' value 0.51 is less than the tabulated value of df 238at 0.05 (1.97) which was not significant hence, the hypothesis is Accepted. Therefore, it is observed that there is no significant difference between the emotional maturity of adolescent students in urban and rural areas.

Objective 7: To compare the parental support of adolescent students in urban and rural areas.

Hypothesis-3*“There is no significant difference between the parental support of adolescent students in urban and rural areas”.*

Table 11: Showing the significant difference between means of parental support of urban and rural areas.

Category	N	Mean	SD	D	df	t value	Level of significance
Urban	120	78.25	7.5	1.8	238	.18	Not significant
Rural	120	76.45	7.1				

From table 11 it was observed that that the mean Value obtained by Urban was 78.25 and the corresponding SD was 7.5 and Mean obtained by Rural was 76.45 and the corresponding SD was 7.1 .The calculated' value 0.18 is less than the tabulated value df 238 at 0.05 (1.97) which was statistically not significant .Therefore, the hypothesis is Accepted.

Objective 8: To estimate the relationship or association between the emotional maturity and parental support of adolescent students.

Hypothesis -4 : “Both the Variables that are emotional maturity and parental support of adolescent students are independent”.

Table 12: Showing the scores of Emotional maturity and Parental support of the adolescents students in Dhalai District.

		Emotional maturity scores			
Parental support	Category	High	Average	Low	Total
	High	10	5	134	149
	Average	4	5	80	89
	Low	1	1	0	2
	Total	15	11	214	240

The calculated value 18.06 is much higher than the table values at both the levels. So, our value is significant and Ho is rejected, we can say that there is significant difference between the emotional maturity and parental support level of adolescent students of both levels of significance. Therefore, in this present study there is a huge relationship between the emotional maturity and parental support of adolescent students.

Conclusion

Emotional maturity is the outcome of individual’s attempt to deal with the problems, stress and meet with the needs, efforts and maintain relationships with the environment. Emotional maturity is what that enables us to function as a healthy adult. Adolescence is the most important stage of human life. The adolescent students face new challenges including ever changing peer groups and different emotional, educational and social expectations. It was also observed high parental support produces high emotional maturity among the adolescent children. Therefore, it may be concluded that there is a significant relationship between emotional maturity and parental support for the students of adolescence age group.

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