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EMOTIONAL MATURITY & FAMILY ENVIRONMENT

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ABSTRACT

The study was conducted on 250 Secondary School students of Muzaffarpur District Head Quarter with the help of Descriptive Survey method by dividing the sample gender wise to examine on the effect of family environment of adolescents on their emotional maturity and the relationship between family environment and emotional maturity. Result of the study revealed that there was no significant difference between male and female adolescents with regard to their scores of family environment and emotional maturity. The study further revealed that family environment effected in the development of emotional maturity and there was positive correlation between the two.

Keywords: - Emotional Maturity, Family Environment and Social Adjustment.

INTRODUCTION

Emotion is observed as an agitated and excited state of mind and body. Various psychologists have tried to explain 'Emotion' in their own ways. Wood Worth (1945) stated that "Emotion is a 'moved' or 'stirred-up' state of an organism. It is a stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer."

According to Crow and Crow (1973) "Emotion is an effective experience that accompanies generalized linear adjustment and mental and psychological stirred up states in the individual and that shows itself in his overt behaviors".

C.T. Morgan explained the importance of emotion in life and writes that emotion are essential need, primal force of great power and influence designed by nature to enable the organism to cope with circumstances which demand an utmost effort for survival of success or to add colour and spice to our living.

Emotion like in love, fear, anger, laughter and tear etc. It includes feeling of jubilation or depression and impulse to action and instructions.

Emotion has been classification 'dynamics of behavior', which in turn refers to the energies of force that initiate activity. Emotions in organism are the dynamic adjustment that operates for satisfaction and welfare of the individual.

Every emotional experience is situated with one or the other innate instinct. An emotion is aroused under the current or influences of an instinctive excitement disturbed our mind, it changed into emotions.

Perception of a proper stimulus (object or situation) is needed to start an emotional experience. The organic changes within the body (Favorable or unfavorable) then, may intensify the emotional experience.

These emotions can be easily observable like reddened eyes, flushed cheeks, broken heart. Painful voice, these changes become so specific that a single sign can enable us to detection a particular emotional experience. We can easily know that individual is in anger, suffer, pain.

The process of maturation and learning play effective roles in the development of emotions in the human beings. As a child grows, he may suffer through positive and

negative emotions through his environmental experiences and training. The centre of every emotion is in our heart. The feelings also birth in our heart both are affective experience. Feelings are of two types. It gives us happiness or sadness but when they become strong its converts into our power.

Experience, education or training of a person may affect the expression of his emotional behavior during his childhood and youth time. We expect from him a quite mature behavior in term of his emotional expression during his adulthood.

Intellectual and emotional maturity is a special characteristic of a mentally sound person. A mental person enhances his knowledge. He behaves like a responsible person and expresses his thoughts and feelings clearly and respects others" thoughts and feelings. A mentally healthy person behaves like a mature, balanced and cultured person in every field of life.

The concept of maturity has not received a great deal of explicit priority in the literature. Delineation of libidinal development has yielded the important formulation of the genital level and the "object-interest." Recent emphasis on the conflict between the regressive, dependents, versus the progressive productive forces in the personality has directed interest toward the more elaborated nature of maturity.

Emotional maturity is that characteristic of emotional behavior which is generally attained by an adult after his adolescence period Emotional maturity; makes him able to demonstrate a well-balanced emotional behavior in his day-to-day life. A person is said to be emotionally mature when he feels proper emotion's in a proper situation and expresses it in a proper form.

"Emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole-hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rise the temper of any reasonably tolerant or sensible persons and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of coverage such as must be assumed by person afraid to admit that they are afraid."

FAMILY ENVIRONMENT

Family is oldest and the most valuable of all the institutions that man has devised for regulating and integrating his behavior. He strives to satisfy his basic needs. The family provides care and support to the child; child care may be equally shared by the parents. Though it is the total environment of a family that influences the child development, but one cannot deny that parents constitute a major part of family environment.

The family environment consists of family members, their attributes. Their personality, their behavior, their inter relationships. Along with these family environments also consists of; the physical appearance of house, home facilities, ventilation, the quality nutrition, family hygiene, parental education, parental occupation, their income, their living standard etc. A congenial environment in a family develops personality wholesomely whereas the stresses strains and evil activities of a broken family destroy one's development. It is the duty of each and every member of the family to pay due respect to the individuality of the child and foster in him a sense of belongingness and responsibility towards his own self and others. Because each family has its own culture and set up which is quite distinct from the other, therefore no two children are the same neither in the beginning, nor during development or as a growing up adult citizens.

Environment has a broad significance and approach It is a comprehensive term. Environment means social, moral, economic, political, physical and intellectual factors, which influence the development of individuals. Defining the term environments is as difficult as quantifying it for environment, educational researches usually report to empirical definitions of the „comate“ or „atmosphere“. Psychologically a person's environment is the total force and stimulation, which the individual receives from the conception until death.

It is difficult to define the term environment, but if amplified the simple meaning of environment relates it to the "Conditions" or "surroundings" under which a person or a thing exists and develop its characteristics. The biological and physical environments are inter-related, as a change in physical environment brings about a change in its biological environment. So the word environment includes the physical surroundings which are common to all of us, including air, space water, land, plants and wild life.

The above discussion signifies that home is the eternal school of life and that a family consists of interrelated persons who interact with one another in different ways. Not only this, each family has its own distinct habits of clothing, eating, thinking talking and living. Thus, the family background, status and honour held by the parents and in community and neighbourhood, feeling of superiority, social and intellectual bases in the family have been known to influence the behavior of child, his creativity and his habits & his career choices. Except these, various other factors in home environment like child rearing practices, child's relation with siblings and parents behavior etc. also affect their choices and decisions.

Adolescent relationships with their parents on context to improvement results, first, when parents begin to realize that their sons and daughters are no longer young. As a result, they give them more privileges, while at the same time they expect more in the way of work and assumption of responsibilities. Secondly, parent adolescent relationship are eased when parents try to understand adolescents and the new cultural values of the peer group even they do not wholeheartedly approve them and recognize that today's adolescents are living in a different world from the one in earlier time. When parents make these adjustments, the parent adolescent relationship generally becomes more relaxed and the family and house becomes a pleasant place in which to live.

OBJECTIVES OF THE STUDY

Attempt was made to find out the objectives of the present study on the basis relevant and related literature which are as follows:

To examine the effect of family environment of adolescents on their emotional maturity.

To find out the co-relation between emotional maturity and family environment of adolescents.

To examine the significant relationship between over-all adjustment and five factors of emotional maturity.

HYPOTHESIS OF THE STUDY

In the light of the Objectives of the study some hypotheses were also formulated on the basis of available materials, relevant literature and previous studies which are as under:

There would be no significant difference between emotional maturity and family environment of adolescents.

There would be positive correlation between emotional maturity and family environment of adolescents.

There would significant relationship between over-all adjustment and five factors of emotional maturity.

METHODOLOGY

This study was conducted on a sample of 250 students of Xth Class Government Secondary Schools of Muzaffarpur District Head Quarter with the help of descriptive survey method of research.

Following Tests and Tools were administered on the desired sample to collect data which were calculated and analysed on the basis of appropriate statistics.

Emotional Maturity Scale by Yashvir Singh & Mahesh Bhargava (1993).

Family Environment Scale by Harpreet Bhatia & N. K. Chadha (1993).

Over-all Adjustment (OA) - It refers to individual's achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health social, emotional and school on the one hand and cognition on the other. (It has 40 items)

RESULTS AND DISCUSSION

The Results and Discussion or the analysis and interpretation of data involve the objective material in the processing of the investigator and his objective reactions and desires to be derived from the data, the inherent meanings in their relation to the problem. Discussion of Results was made keeping in view the objectives and hypotheses of the present study. The hypotheses formulated were statistically tested and accordingly it was seen whether those were accepted or rejected.

The mean scores were used to identify the family environment and emotional maturity of 10th class students. To test the hypotheses different statistical techniques like Means, S.D., t-ratio, Pearson's product moment correlation were used.

Comparison was made between the scores of Emotional Maturity and Family Environment.

Emotional Maturity of Male and Female students

The male and female students were compared on the basis of scores of emotional maturity. The mean and SD of male and female adolescents along with t-value testing significance of mean difference has been presented here. Emotional Maturity—Male- N=125 Mean=120.5- SD=29.12

Female—N= 125- Mean= 119.5-SD= 28.51—S.Ed.= .9758 – t-ratio= .408 NS (not significant).

Since the variations between the scores of male and female students are very meagre so it could not be find significant at any level.

Comparison of male and female students on Family Environment

It was found that the Male group- N= 125- Mean = 212.9-SD= 29.15—Female group N=125—Mean = 230.5-SD = 170.4—t-ratio = 1.74- which is not significant at both 0.05 and 0.01 levels of confidence. Thus the Hypothesis no. 1 proved because it was not found significant at any level.

Present study revealed that there couldn't be any significant difference in emotional maturity of male and female adolescents. The results of the present study go in line with the findings of Arya

(1984), Adhikari, G.S. (1998), Puar, S. Surjit (2014) that no significant differences were observed among boys and girls.

Correlation Coefficient of Emotional Maturity and Family Environment was found positive and significant at both the levels of significance.

Correlation Coefficients of emotional stability with five factors of emotional maturity ** A negative correlation was found between emotional stability dimension of and emotional maturity of adolescents were significant at .05 & .01 level of confidence. A negative correlation exists between emotional stability & emotional progression variable of emotional maturity is significant at .05 level of confidence. Thus the hypothesis is rejected.

Conclusions

No significant difference found between male and female adolescent in relation to their emotional maturity and family environment. Positive correlation was found between emotional maturity and family environment. No significant relationship found between over-all adjustment and five dimensions of emotional maturity among adolescents.

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