

# Emotional Maturity of Rural Adolescents in relation to Behavioural Problem

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## ABSTRACT

Aim of the study was to see the relationship between emotional maturity and its dimensions with behavioural problem as well as with its dimension of rural adolescents. Total sample of 50 students studying of inter college located in Khanpur, Haridwar district of Uttarakhand. Dr Yashvir Singh and Dr Mahesh Bhargav (2012)'s Emotional maturity scale and problem behavior schedule prepared by Dr Venkatesan (2015) were used for data collection. Correlation was applied for analysis. Findings of the study stated that emotional maturity was negatively correlated with behavioral problem. Dimensions of emotional maturity i.e emotional stability, emotional progression, socially adjustment, personality integration and independent were negatively related with externalizing behavioural problem of rural adolescents. Except personality integration, other dimensions of emotional maturity like emotional stability, emotional progression, socially adjustment and independent were negatively correlated with internalizing behavioural problem. Intensity of behavioural problem score was negatively correlated with dimensions of emotional maturity and total emotional maturity but frequency score of behavioural problem was positively correlated with EM and its dimensions.

## 1. Introduction

Adolescent is the stage to grow to maturity physically, mentally, emotionally and socially. In this period adolescents had high behavioural problem (Ramzan,Y. & et al.,2015). Eshrat Ara (2016) and Aziz, M. (2013) states male scored high on externalize and internalize less in comparison to females. Females show externalizing behavior but in a different manner.

Emotional mature person has better adjustment with himself as well as with others. He/she is highly satisfied, positive and balanced attitude towards life. Elsa Elizabeth & Joshi, B.(2018) advocates an immature adolescents creates problem with his family, peer group and society. Control of emotion has been found to be closely associated with externalizing behavior. Eisenberg and Colleagues (2000) observed children with low in negative emotionality were also low in externalizing behavior. Conversely children with high in negative emotionality display higher levels of problem behavior children. Thomas, A. and others (2011) stated adolescents having substance use habit and behavioural problems had both poor behavioural and poor emotional regulation and vice-versa. Nibedita (2018) advocated externalizing behavioural problem was negatively correlated with dimensions of emotional maturity like emotional stability, emotional progression. Internalizing behavioural problem was negatively related with emotional maturity dimension like emotional stability, emotional progression and social adjustment. There is a few studies on rural adolescents' emotional maturity effect on behavioural problem. So investigator wants to know the relationship between rural adolescents' emotional maturity and behavioural problem.

## 2. Objectives

Following objectives were framed for this study.

1. To know the relationship between emotional maturity and behavioural problems of rural adolescents

2. To know the effect of emotional maturity with dimensions of behavioural problem of rural adolescents.

## 3. Research Design

1x2 factorial design was used. One level of group (Rural) and two sexes (Boys and girls) were matched.

## 4. Sample

Total sample of 50 subjects [Boys (25) and Girls (25) ] were contacted personally from the rural school of Haridwar district using stratified random sampling technique. All the subjects were matched on educational level and age level. All subjects were of eleventh class of Bhagwan Sankar Inter College, Khanpur.

## 5. Hypothesis

Considering the main objectives of the study following hypothesis was framed.

1. Emotional maturity will be negatively correlated with behavioural problem and its dimensions

## 6. Tools to be used

The following standardized tools were used for data collection

- (1) Emotional Maturity scale developed by Dr. Yashvir.Singh &Dr Mahesh Bhargava(2012) for measuring emotional maturity.
- (2) Problem behavioural survey schedule prepared by Dr.S.Venkatesan (2015).

## 7. Description of the tools used

### Emotional Maturity Scale

This scale consists of five broad factors of emotional maturity that is (a) Emotional stability,(b)Emotional

progression, (c) Social adjustment, (d) Personality integration, (e) Independence. Emotional maturity Scale has a total of 48 items under the five categories given below:

**Categories of Emotional maturity scale**

Sr. No.	Areas	Total no. of items
A	Emotional stability	10
B	Emotional progression	10
C	Social adjustment	10
D	Personality integration	10
E	Independence	8
	Total	48

**Reliability & validity**

The reliability of the scale was 0.75 by test-retest method. By internal consistency, the reliability of emotional stability was 0.75; emotional progression was 0.63; social adjustment was 0.58; personality integration was 0.86 and independence was 0.42. Validity of this scale was 0.64.

**Collection of data**

The investigator visited the schools personally and administered the tools to the students with a request to give their responses against all the items of the tools separately. They were not only explained the purpose and significance of collecting required information from them but also made them

clear that the information collected would be kept confidential and utilized for research purpose only. The students showed keen interest and involvement to go through each item sincerely and carefully. The investigator told the students to put tick mark (√) against any of the five choices: Very Much, Much, Undecided, Probably and Never in emotional maturity scale.

**Scoring procedure of Emotional Maturity scale**

Emotional Maturity Scale is a self-reporting five point scale. Items of the scale are in question form demanding information for each in any of the five options mentioned below:

V.Much	Much	Undecided	Probably	Never
(5)	(4)	(3)	(2)	(1)

The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never a score of 1 is to be answered. Therefore, total score on the scale is indicative of emotional maturity whereas the greater the total score on the scale is expressed in terms of emotional immaturity,

**Statistical Techniques used**

For the present study correlation was applied for the purpose.

**8. Result and discussion**

**Table No 1: Correlation Matrix of Rural Adolescents**

Dimensions of variables	ES	EP	SA	PI	I	Total EM	DSE	DSI	FS	ISS	Total BP
IS	1.00	0.73	0.71	0.61	0.55	0.87	-0.08	-0.11	0.25	-0.24	-0.08
EP		1.00	0.71	0.58	0.60	0.86	-0.17	-0.24	0.28	-0.36	-0.17
SA			1.00	0.74	0.65	0.90	-0.03	-0.06	0.16	-0.13	-0.02
PI				1.00	0.63	0.83	-0.10	0.03	0.09	-0.07	-0.01
I					1.00	0.79	-0.15	-0.11	0.15	-0.20	-0.10
EM TOTAL						1.00	-0.12	0.12	0.22	-0.24	-0.09
DSE							1.00	0.68	0.26	0.76	0.94
DSI								1.00	0.26	0.67	0.84
PS									1.00	-0.34	0.32
ISS										1.00	0.78
TOTAL BP											1.00

Table No1 shows correlation of total sample. It indicates that the co-efficient of correlation between emotional progression and emotional stability is 0.73 .That means relationship between emotional Progression and emotional stability is positive and substantial or marked relationship. The co-efficient of correlation between social adjustment and emotional stability is 0.71. It means relationship between social adjustment and emotional stability is positive and marked. The correlation of coefficient between social adjustment and emotional progression is 0.71, which indicates relationship between social adjustment and emotional progression is positive and high relationship. The co-efficient of correlation between personality integration and emotional stability is 0.61.It shows positive and substantial relationship between personality integration and emotional stability. The co-efficient

of correlation between personality integration and emotional progression is 0.58.That means there is positive and high correlation between personality integration and emotional progression. The coefficient of correlation between personality integration and social adjustment is 0.74. It indicates there is positive and high correlation between personality integration and social adjustment. The co-efficient of correlation between independence and emotional stability is 0.55. It shows that there is positive and marked correlation between independence and emotional stability. The co-efficient of correlation between independence and emotional progression is 0.60.That means there is positive, substantial correlation between independence and emotional progression. The co-efficient of correlation of between independence and social adjustment is 0.65.It indicates that there is positive and

substantial correlation between independence and social adjustment. The co-efficient of correlation between independence and personality integration is 0.63. That means there is positive, marked relationship between independence and personality integration. The co-efficient of correlation between total emotional maturity and emotional stability is 0.87. This indicates there is positive and very high correlation between emotional maturity and emotional stability. The co-efficient of correlation between total emotional maturity and emotional progression is 0.86. It refers that correlation between emotional maturity and emotional progression is positive and very high. The co-efficient of correlation between total emotional maturity and social adjustment is 0.90. It indicates that there is positive and very high correlation between emotional maturity and social adjustment. The co-efficient of correlation between total emotional maturity and personality integration is 0.83. That means there is positive and high correlation between emotional maturity and personality integration. The co-efficient of correlation between total emotional maturity and independence is 0.79. That means there is positive and very high correlation between emotional maturity and independence. The co-efficient of correlation between directionality score in externalizing behavioral problem and emotional stability is -0.08. That means there is negative and negligible relationship between externalizing behavioural problem and emotional stability. The co-efficient of correlation between directionality score of externalizing problem behaviour and emotional progression is -0.17. It refers that there is negative and very negligible relationship between externalizing problem behaviour and emotional progression. The co-efficient of correlation between directionality score of externalizing problem behavior and social adjustment is -0.03. That means there is negative and negligible relation between externalizing problem behavior and social adjustment. The co-efficient of correlation between directionality score of externalizing and personality integration is -0.10. That means there is negative but very low relationship between externalizing behavioral problem and personality integration. The co-efficient of correlation between directionality score of externalizing and independence, a dimension of emotional maturity is -0.15. That means there is negative but very low relationship between externalizing behavioral problem and independence. The co-efficient of correlation between directionality score of externalizing and total emotional maturity is -0.12. That means there is negative but very low relationship between externalizing behavioral problem and emotional maturity. The co-efficient of correlation between directionality score of internalizing and emotional stability, a dimension of emotional maturity is -0.11. That means there is negative but very low relationship between internalizing behavioral problem and emotional stability. The co-efficient of correlation between directionality score of internalizing and emotional progression, a dimension of emotional maturity is -0.24. That means there is negative but very low relationship between internalizing behavioral problem and emotional progression. The co-efficient of correlation between directionality score of internalizing and social adjustment, a dimension of emotional maturity is -0.06. That means there is negative but very low relationship between internalizing behavioral problem and social adjustment. The co-efficient of correlation between directionality score of internalizing and personality integration,

a dimension of emotional maturity is 0.03. That means there is positive but very low relationship between internalizing behavioral problem and personality integration. The co-efficient of correlation between directionality score of internalizing and independence, a dimension of emotional maturity is -0.11. That means there is negative but very low relationship between internalizing behavioral problem and independence. The co-efficient of correlation between directionality score of internalizing and total emotional maturity is 0.12. That means there is positive but very low relationship between internalizing behavioral problem and emotional maturity. The co-efficient of correlation between directionality score of internalizing and directionality score of externalizing, a dimension of behavioural problem is 0.68. That means there is positive but marked relationship between internalizing behavioral problem and externalizing behavioural problem. The co-efficient of correlation between frequency score, a dimension of problem behavior and emotional stability, a dimension of emotional maturity is 0.25. That means there is positive but very low relationship between frequency score of behavioral problem and emotional stability. The co-efficient of correlation between frequency score, a dimension of behavioural problem and emotional progression, a dimension of emotional maturity is 0.28. That means there is positive but very low relationship between frequency score of behavioral problem and emotional progression. The co-efficient of correlation between frequency score, a dimension of behavioural problem and social adjustment, a dimension of emotional maturity is 0.16. That means there is positive but very low relationship between frequency score of behavioral problem and social adjustment. The co-efficient of correlation between frequency score, a dimension of behavioural problem and personality integration, a dimension of emotional maturity is 0.09. That means there is positive but very low relationship between frequency score of behavioral problem and social adjustment. The co-efficient of correlation between frequency score, a dimension of behavioural problem and independence, a dimension of emotional maturity is 0.15. That means there is positive but very low relationship between frequency score of behavioral problem and independence. The co-efficient of correlation between frequency score, a dimension of behavioural problem and total emotional maturity is 0.22. That means there is positive but very low relationship between frequency score of behavioral problem and emotional maturity. The co-efficient of correlation between frequency score, a dimension of behavioural problem and directionality score of externalizing, a dimension of behavioural problem is 0.26. That means there is positive but substantial relationship between frequency score of behavioral problem and externalizing behavioural problem. The co-efficient of correlation between frequency score, a dimension of behavioural problem and directionality score of internalizing, a dimension of behavioural problem is 0.26. That states there is positive but marked relationship between frequency score of behavioral problem and internalizing behavioural problem. The co-efficient of correlation between frequency score, a dimension of behavioural problem and intensity severe score, a dimension of behavioural problem and emotional stability, a dimension of emotional maturity is -0.24. That refers there is negative but negligible relationship between intensity severe score of behavioral problem and emotional stability. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem

and emotional progression, a dimension of emotional maturity is -0.36. That refers there is negative but negligible relationship between intensity severe score of behavioral problem and emotional progression. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and social adjustment, a dimension of emotional maturity is -0.13. That refers there is negative but negligible relationship between intensity severe score of behavioral problem and social adjustment. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and personality integration, a dimension of emotional maturity is -0.07. That indicates there is negative but negligible relationship between intensity severe score of behavioral problem and personality integration. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and independence, a dimension of emotional maturity is -0.20. That refers there is negative but negligible relationship between intensity severe score of behavioral problem and independence. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and total emotional maturity is -0.24. That states that there is positive but negligible relationship between intensity severe score of behavioral problem and emotional maturity. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and directionality score in externalizing, a dimension of behavioural problem is 0.76. That means there is positive but high relationship between intensity severe score of behavioral problem and externalizing behavioural problem. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and directionality score in internalizing, a dimension of behavioural problem is 0.67. That means there is positive but high relationship between intensity severe score of behavioral problem and internalizing behavioural problem. The co-efficient of correlation between intensity severe score, a dimension of behavioural problem and frequency score, a dimension of behavioural problem is -0.34. That means there is negative and low relationship between intensity severe score of behavioural problem and frequency score of behavioural problem. The co-efficient of correlation between total behavioural problem and emotional stability, a dimension of emotional maturity is -0.08. That refers there is negative but negligible relationship between behavioral problem and emotional stability. The co-efficient of correlation between total behavioural problem and emotional progression, a dimension of emotional maturity is -0.17. That indicates that there is negative but negligible relationship between behavioral problem and emotional progression. The co-efficient of correlation between total behavioural problem and social adjustment, a dimension of emotional maturity is 0.02. That refers there is positive but negligible relationship between behavioral problem and social adjustment. The co-efficient of correlation between total behavioural problem and personality integration, a dimension of emotional maturity is -0.01. That means that there is negative but negligible relationship between behavioral problem and personality integration. The co-efficient of correlation between total behavioural problem and independence, a dimension of emotional maturity is -0.10. That shows that there is negative but negligible relationship between behavioral problem and independence. The co-efficient of correlation between total behavioural problem and

total emotional maturity is -0.09. That indicates that there is negative but very negligible relationship between behavioral problem and emotional maturity. The co-efficient of correlation between total behavioural problem and directionality score of externality, a dimension of behavioural problem is 0.94. That means that there is positive but very high correlation between behavioral problem and externalizing behavioural problem. The co-efficient of correlation between total behavioural problem and directionality score of externality, a dimension of behavioural problem is 0.84. That means that there is positive but very high correlation between behavioral problem and internalizing behavioural problem. The co-efficient of correlation between total behavioural problem and frequency score, a dimension of behavioural problem is 0.32. That means that there is positive but marked correlation between behavioral problem and frequency behavioural problem. The co-efficient of correlation between total behavioural problem and intensity severe score, a dimension of behavioural problem is 0.78. That shows that there is positive but very high correlation between behavioral problem and intensity severe behavioural problem.

## 9. Discussion

Hypothesis 1 "Emotional maturity of rural adolescents will be negatively correlated with behavioural problems and its dimensions". Table no. 1 shows that there is negative correlation between directional externalizing behavioural problems with emotional stability. That means more emotionally stable rural adolescents show less externalizing problem behavior like violent destructive behavior, temper tantrum, misbehavior with others, rebellious behavior and antisocial behavior. Rural adolescents having more emotional progression exhibit less externalizing problem behavior and vice-versa. Highly socially adjusted rural adolescents exhibit less externalizing behavior and conversely. Rural adolescents having high personality integration reveal less externalizing behavior and coherently. Those rural adolescents are less independent indicate more externalizing problem behavior and vice-versa. In total emotional mature score, it is found that in rural area, emotionally mature adolescents convey less externalizing behavior and conversely. Rural adolescents being more emotionally stable display less internalizing behavioural problem i.e. self injurious behavior, repetitive behavior, odd behavior, hyperactivity and fears. High emotionally progression adolescents exhibit less internalizing behavioural problem and vice-versa. Adolescents having high socially adjustment convey less internalizing behavioural problem. But rural adolescents with high personality integration express high internalizing behavioural problem and coherently. High independent rural adolescents show less internalizing behavioural problem and coherently. Frequency score of problem behaviour is positively related with different dimensions of emotional maturity and emotional maturity itself. It deduces that rural adolescents with high emotional maturity reveal high frequency score of problem and vice-versa. Rural adolescents with high emotional maturity and its dimensions like emotional stable, emotional progression, social adjustment, personality integration and independence indicate less intensive behavioural problem and coherently. High emotionally stable rural adolescents display less behavioural problem and vice-versa. High emotional progression

adolescents reveal less behavioural problem. Low emotional progression adolescents show more behavioural problem. Socially well adjusted rural adolescents convey less behavioural problem. High personality integrated adolescents' express less behavioural problem anahavioural d coherently. High independent rural adolescents proclaim less problematic behavior and vice-versa. Irrespective of dimensions of emotional maturity, emotionally mature adolescents reveal less behavioural problem and conversely.

From the above discussion it is obvious that all the dimension of emotional maturity and emotional maturity itself are negatively correlated with behavioural dimension and its dimension except frequency of score. So hypothesis of the study is accepted.

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## 10. Conclusion

From the findings it can be concluded that emotionally stable rural adolescents indicate less behavioural problem and vice-versa. Rural adolescents having feeling of adequate advancement and growing vitality emotion display less both external and internal behavioural problem and coherently. Those have capacity to do harmonious coactions using their own motive and dynamic tendencies exhibit less behavioural problem and conversely. Rural adolescents who take own judgement based on facts using their intellectual and creative potentialities express less behavioural problem whether external or internal. More or less rural adolescents show behavioural problem but intensive behavioural problem is harmful to themselves, their families, society as well as nation at large. Hence, proper guidance and counseling is required to make our rural adolescents emotionally mature.