

# Association between Emotional Maturity and Peer Pressure of Adolescents from The Hilly Terrain of Uttarakhand (Uttarkashi)

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## ABSTRACT

The present research examined the relationship between emotional maturity and peer pressure of 160 adolescents. Samples were selected using simple random sampling from Uttarkashi (rural areas). Based on secondary data collected from census 2011 it was found that literacy rate of Bhatwari block from Uttarkashi were highest among other blocks. To maintain homogeneity only high literacy rate block (Bhatwari) was purposively selected. Self-structured demographic questionnaire was used to find out demographic characteristics of adolescents. Emotional maturity and peer pressure scales were used. Pearson Correlation Matrix was used to find out the association between adolescents' emotional maturity and pressure of peer group felt by adolescents. Negative correlation was found between emotional maturity and peer pressure felt by adolescents. Which implies that as the pressure increases there is relative decrease in maturity level in adolescents.

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## 1. Introduction

Growth and development of a child is influenced by different variable in the environment. This includes home environment, school atmosphere, and the social systems. All these social settings have a high influence on physical, psychological, social, moral, intellectual and emotional development of the child (Rawat and Singh 2016). Home environment is the primary socializing unit and in this atmosphere parental involvement has direct association with various developments of the child. A child grows through the different phases of life, one of those phases is adolescence. Physical, psychological, social, and emotional changes take place as the newborn grows from infancy to early childhood and through middle to late childhood and adolescence to late adulthood (Rawat and Singh, 2017). Adolescence is a very significant and a critical period of life in which the ability to express emotions, understand the emotional experience and regulate feelings may be helpful for a psychological and social adjustment (Mavroveli et al., 2007)

Adolescence is a period where the individual is in the search of individuality where they have to discover, lose and find themselves again which very often is moulded by the parents. Adolescents thrive and become stable emotionally when parents indulge and communicate sensibly and offer opportunities that promote independence (Rawat & Gulati, 2018). Similarly, Jatoria et al. (2014) witnessed that parental bond determines the maturity of adolescents. To excel in academics, pursue career-oriented goals, gain self-confidence and become self-sufficient are some of the developmental milestones of this stage that could only be achieved when adolescents are emotionally mature.

Emotional maturity can be interpreted as where the individual is determined for a better feeling of emotional wellbeing (Raj & Rajeshwari, 2015). Emotional maturity is believed to be as the important factors in cultivating an individual's originality, personality, behaviour and attitude. This signifies the relationship with others which enhances the self-worth of an individual. (Anand, Kunwar & Kumar, 2014). Emotional maturity means taking charge of your feelings rather than being ordered by one's own emotions (Singh, 2016). Bessel (2004) pointed out emotional maturity as a behavioural pattern that helps in life adjustments. An emotionally matured adolescent has the patience and is capable of withstanding delays. A positive home environment acts as a shield against emerging suicide idealization in adolescents (Lai and Chang, 2001).

The kind of relationship adolescents develop with their parents determines their ability to mature emotionally. This maturity is possible with healthy home environment and vice-versa is also true that is the healthy development of the child leads to wellbeing of the entire family (Rawat and Singh 2017). Family environment which consists of traits such as cohesion, acceptance and caring, independence, has a positive impact on the emotional adjustment of adolescents and adolescents deprived from such environment tends to move towards peer groups (Deepshikha and Bhanot, 2011).

It was observed by Lashbrook, (2000) that the urge to fit to peer group leads to peer pressure which has drastic impact on the emotions of adolescents. In his research it was found that feeling of insufficiency, loneliness's and being mocked are developed due to negative peer influence and it leads to sense of shame among adolescents.

Communication barrier within the family unconsciously increases stress, anxiety, impulsive behaviour, among adolescents. It was also found that conflicts within the family resulted in high delinquent behaviour among adolescents (Choo and Shek, 2013).

From above discussion, it can be concluded that peer pressure has an impact on the development of adolescents. Therefore, the present research was under taken with the following objectives:

1. To assess level of emotional maturity of adolescents from rural areas of Uttarkashi with respect to their Peer Pressure
2. To find out the association between adolescents emotional maturity and pressure exerted by peer group.

## 2. Methodology

### Locale:

This research was done in Government Senior Secondary Schools of rural areas of Uttarkashi districts of Uttarakhand. Based on secondary data collected from census 2011 it was found that literacy rates of Bhatwari block from Uttarkashi were highest among other blocks. To maintain homogeneity only the sample from Bhatwari, which was the block with the high literacy rate was purposively selected.

### Sample:

In order to conduct the study, the head/principal of the school was contacted to take permission for data collection. To maintain homogeneity only Government Senior Secondary Schools were selected. The study was conducted on a total of 160 adolescents of senior secondary government schools of the rural areas of Uttarkashi. From the official website of the education department of Government of Uttarakhand a list of schools were identified. From this list, the required number of adolescents within the age range of 15-17yrs were selected using the lottery method of simple random sampling. The class teachers were approached to identify the adolescents belonging to the age range of 15-17 years. Further, equal categorization of gender was done. (i.e. 80 boys, 80 girls).

### Tools:

Demographic general questionnaire was designed to assess traits of respondents.

**Emotional Maturity Scale by (Sabapathy, T. 2017).** The scale includes six major dimensions: Self-Knowledge, Acceptance of Reality, Self Confidence, Social Adjustment, Consistency and Self Control

Emotional Mature Scale constitutes 44 items viz. 22 positive and 22 negative items. For positive items Always, Sometimes, Rarely and Never are given the weighting of 4, 3, 2, and 1 respectively. In the case of negative items, the scoring procedure is reversed.

**Peer Pressure Scale developed by Singh and Saini (2010)** was used in the present study. This scale consists of 25 items. The test can be administered individually as well as in a small group. The time duration to fill the scale is 20 minutes. It is a self-report five-point Likert scale measured on five categories, i.e., Strongly disagree(5), Disagree(4), Can't say(3), Agree(2), Strongly Agree(1). Items are scored from 1 to 5. The minimum and maximum score range in 25 to 125. High score was considered as high pressure exerted by peer group and a low score indicates low pressure.

### Procedure and Data Analysis:

Data collection was initiated after receiving permission for the study from school principals. After this using Simple Random Sampling technique respondents were selected in small groups. The purpose of the study was clarified and the respondents were given the assurance that their responses and identity would be kept confidential. Thereafter, self made demographic questionnaire, Emotional Maturity Scale and peer pressure scale were administered in the classroom setting. The data collected was classified and tabulated according to the objectives so that meaningful and relevant inferences could be achieved.

## 3. Results and Discussion

From the data collected, frequency and percentages were tabulated and these are presented in table 1. The majority of adolescent boys (66.2%) were found to encounter medium peer pressure whereas 12.5% of boys were in the low category of peer pressure. A higher percentage of boys (21.2%) were found to be under high peer pressure as compared to girls (8.8%). Majority of adolescent girls were found to be under medium peer pressure. 31.2% of the girls were found to fall in the low peer pressure category.

The correlation between emotional maturity and peer pressure is presented in table 2. Peer pressure showed a negative correlation with the self-knowledge of boys which means that with the increase in peer pressure self-knowledge among boys decreases or vice-versa.

Acceptance of reality ( $r = -0.016$ ) dimension of emotional maturity of boys from Uttarkashi showed a negative correlation with peer pressure respectively. Self-control also reduces with increased peer pressure. This finding was supported by a study in which it was also found that adolescents under peer pressure showed anxiety, misconduct and impulsive behaviour (Johal and Mehta, 2015).

Peer pressure had positive correlation with social adjustment of adolescent boys ( $r = 0.141$ ) as well as adolescents girls ( $r = 0.068$ ) of Uttarkashi. A negative relation was noted between pressure of peer group on adolescents and the consistency dimension of emotional maturity across the gender. This implies that self-knowledge, self-confidence, acceptance of reality, self-control and consistency in the behaviour seem to reduce with an increase in peer pressure among adolescent boys as well as in their counterparts. It was seen that girl's emotional maturity too reduces with an increase in peer pressure. Except for social adjustment, all the domains

of emotional maturity were observed to be negatively correlated with peer pressure. There was no significant difference between the emotional maturity of both boys and girls across peer pressure.

Across both the genders positive correlation was witnessed in the social adjustment ( $r = 0.137$ ) domain of emotional maturity whereas a negative correlation was observed between the self-knowledge domain of emotional maturity and peer pressure on the adolescents ( $r = -0.035$ ). Similarly, peer pressure showed a negative correlation with the self-confidence of adolescents. Peer pressure too had a negative correlation with acceptance of reality ( $r = -0.079$ ) among adolescents. There was a negative correlation between self-control and peer pressure of adolescents across gender. This means the ability to control extreme emotions like anger, and aggression reduces and apparently increases the risk.

Emotionally mature persons possess consistency in their reaction. There seems to be no erratic behaviour even in a stressful situation. Such a person maintains a mental balance and the behaviour of such person is predictable due to a high level of consistency. Peer pressure showed a negative correlation with the consistency domain ( $r = -0.053$ ) of emotional maturity of adolescents.

An overall negative correlation was observed between the emotional maturity of boys and peer pressure ( $r = -0.068$ ), similarly, a negative correlation was observed between peer pressure and emotional maturity of girls ( $r = -0.06$ ) respectively. An overall negative correlation was observed between peer pressure and emotional maturity of respondent's selected for the present study which means too much peer pressure lowers the maturity level in adolescents. The probable reason could be a lack of sufficient time spent with the adolescents and lack of affection by parents. Less involvement of family members with adolescents, due to several reasons, might make them feel avoided and neglected because of which they may incline towards their peer group. The findings were supported by Sangeetha and Chetan (2015) where a negative correlation between peer pressure and happiness among adolescents were found. Absence of effective communication and conflicts within the family members may also be one of the reasons. A study conducted by Choo and Shek, (2013) found that those

adolescents had a greater impact of peer pressure who witnessed frequent family conflicts. The findings of the present research showed that peer pressure had an impact on the emotional maturity of adolescents. Results revealed the negative impact of peer pressure on adolescent boys as well as on their counterparts. The overall negative impact of peer pressure was observed on adolescents. Adolescents are full of vitality and energy both physically as well as psychologically. Adolescents have the capacity to do great good not only for themselves but also for the world. The opposite is also true, that if at this crucial period they are not effectively looked after by parents, adolescents can not just harm themselves but also might become a cause of agony and misery to the family and also to the world at large.

#### 4. Conclusion

The findings of the present research showed that peer pressure had impact on the emotional maturity of adolescents. Results revealed negative impact of peer pressure on adolescent boys as well as on its counterpart. Overall negative impact of peer pressure was observed on adolescents.

#### 5. Recommendations

1. Usually, adolescents with similar interests form groups. So, it is very important that before the child reaches the adolescence stage, they should be exposed to subtler/deeper elements of life such as nature, poetry, stories, games, sports, art, craft, etc. It is these interests which will lay the foundation for the child when they reach adolescence stage to start looking for groups with subtler/deeper interest in life and not groups with superficial interests. The groups with subtler/deeper interests will be more supportive for gaining emotional maturity of the child.
2. Parents should mould their parenting techniques and focus on developing these elements of life.
3. School authorities should expose young children to these deeper elements of life

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**TABLES**

**Table 1: Frequency and percentage distribution of adolescents on Peer Pressure across gender**

Peer Pressure	Categories	Uttarkashi			
		Boys		Girls	
		Sample Size	Percentage	Sample Size	Percentage
High	17	21.20	7	8.80	
Medium	53	66.20	48	60.00	
low	10	12.50	25	31.2	
Total	80	100.00	80	100.00	

Source: Compiled and calculated from field survey

**Table 2: Pearson Correlation Matrix: Overall Correlation between domains of emotional maturity, and Peer Pressure of adolescents from Uttarkashi district**

Dimensions of Emotional Maturity	Peer Pressure in Uttarkashi		
	Boys	Girls	Total
Self-knowledge	-0.016	-0.059	-0.035
Self-Confidence	-0.11	-0.025	-0.11
Acceptance of Reality	-0.016	-0.006	-0.079
Self-control	-0.112	-0.094	-0.051
Social Adjustment	0.141	0.068	0.137
Consistency	-0.141	-0.049	-0.053
Total Emotional Maturity	-0.068	-0.060	-0.079

Note: \*\*Correlation is significant at the 0.01 level

\*Correlation is significant at the 0.05 level

Source: Compiled and Calculated from Field Survey