



Emotional maturity of adolescents in relation to their psychological hardiness

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Abstract

The present study explored the emotional maturity of adolescents in relation to their psychological hardiness. Investigator conducted this study to explore that which psychological hardiness groups i.e. (high or low psychological hardiness group) among adolescents have more psychological hardiness. For this purpose, descriptive survey method was used by the investigator. A sample of 200 adolescents of secondary schools (100 male and 100 female) were randomly selected from the Govt. schools of Fazilka district. On the basis of scores obtained on psychological hardiness developed by (Arun Kumar 2008) students were divided into high and low psychological hardiness groups. After that test to assess the emotional maturity by (Singh & Bhargava 2006) was administered; t-test was used to find out the significant differences. Results of the study showed that there exists significant relationship between emotional maturity of adolescents and their psychological hardiness. Further, no significant difference was found in the emotional maturity of the adolescents having high and low level of psychological hardiness. Also there exists no significant difference in the emotional maturity of male & female adolescents having high and low level of psychological hardiness respectively.

Keywords: emotional maturity, hardiness, psychological hardiness

Introduction

It is a time of innovative insurgency. Because of the advancement in the innovation, environment of today has changed as at no other time. Students of today are well and effectively presented to immense, boundless and in particular edited data and are liable to high pressure on account of regularly expanding competition and desire from their family and friends. In this ever changing society a significant number of the students are thinking that it's hard to adjust themselves to hard pressure. This is very clear from the expansion in the quantity of criminal, self-destructive, tranquilize mishandle where students are included. Every last bit of it can be credited to their enthusiastic youthfulness and mental strength. Students are relied upon to be sincerely developed and mentally hard, that is they should be prepared to confront the world alone without their folks or educators. Emotional maturity and psychological hardiness assumes a fundamental part in changing the students into a perfect subject. Therefore, an emotionally mature person views life experience as learning experience and when they are positive, they appreciate throughout everyday life and when they are pessimistic, they acknowledge moral duty and is sure and can gain from them to overcome in their life.

Emotional Maturity

Life is moderately concise cognizant experience described by extreme mental action and a high level of delight or disappointment. Emotion is frequently entwined with state of mind, demeanor, identity, manner, and inspiration. In a few speculations, discernment is an imperative part of feeling. For instance the acknowledgment of risk and ensuing excitement

of the sensory system (e.g. fast, muscle pressure) is necessary to the experience of the dread.

Dosanjh (1960), "Emotional maturity means balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency."

Walter D. Smitson (1974), "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intrapersonally."

Menninger (1999), "Emotional maturity includes the ability to deal constructively with reality."

Hardiness

The "Hardiness" theoretical model first presented by Kobasa provides insight for understanding highly resilient stress response patterns in individuals and groups. Conceptually hardiness was initially observed as a personality trait or style that that recognizes individuals who stay sound under worry from the individuals who create manifestations and medical issues. Hardy people have a strong sense of life and work responsibility, a more noteworthy sentiment control, and are more open to change challenges throughout everyday life. They have a tendency to decipher distressing and excruciating encounters as a typical part of presence part of life that is general fascinating and worthwhile.

Psychological Hardiness

The term psychological hardiness is given by Suzanne C. Kobasa in 1979. It means a personality structure comprising the three related general dispositions of commitment, control,

challenge that function as a resistance resource in the encounter with stressful conditions.

The concept of hardiness is theoretically grounded in the work of existential philosophers and psychologists such as Heidegger, Frank andBins Anger involves the creation of meaning in life, even life that is sometimes painful or absurd and living the courage to live life fully despite its inherent and futility.

Psychological hardiness is an individual factor and a social help is viewed as an ecological factor that can encourage acclimation to illness. Psychological hardiness is better considered a “perspective” in Alder’s sense, a more broad system that people apply to interpret their entire life experiences. It is summed up style of functioning that that incorporates psychological, passionate and behavioral highlights, and describes individuals who remain solid under worry as opposed to the individuals who create pressure related issues. The hardy style person is also fearless in the face of new experiences as well as disappointments and has a tendency to be exceedingly. The person high on hardiness, while not impervious to ill effects of stress, is firmly resilient in responding to highly distressing conditions.

Related Studies

Kaur (2011) found that high creative adolescents have significantly higher level of psychological hardiness and its dimensions than their low creative counterparts, also, significant effect of school and home environment was revealed on psychological hardiness in adolescents.

Ngugen, Shultz, and Westbrook (2012) revealed that universities could enhance the quality of college life and academic performance by offering programs to cultivate students’ psychological hardiness in learning and their learning motivation, and by providing them with objective information about the functional value of business careers.

Rosa and Preethi (2012)^[2] described that children of working mothers were emotionally matured and possess high emotional maturity and at the same time they are more indisposed to stress and strain, but children of non-working mothers are low emotionally matured and low stressed than children of working mothers.

Sharma (2012) found that the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students.

Balakrishnan (2013)^[3] revealed that the post graduate teachers of art subjects and science subjects do not differ significantly in their level of emotional maturity. And the post graduate with upto 15 years of experience differ significantly in their level of emotional maturity from their counterparts with more than 15 years of experience.

Gatab and Ghajari (2013) viewed a significant difference between psychological hardiness and mental health variables among male and female students. The mean score of illness criteria in male students was significantly higher than that of in female students. Also, the mean score of psychological hardiness variable in female students was higher than that of in male students.

Singh and Dawar (2013)^[4] revealed that mental health of

adolescents on the basis of emotional maturity and parent child relationship is significantly higher as compare to their separate predictions.

Neghad, Khani, Ahmadi, Khanjani (2013) viewed that personal factors like psychological hardiness and environment factors such as social support can predict adjustment in individuals with Multiple Sclerosis (MS). In order to clarify mechanisms of these factors on adaptation in individuals with MS, more longitudinal and experimental studies are required. Ferguson (2005) in a study conducted on clergy women found hardiness to be mediating through hardiness to affect, stress. After 12 weeks of coaching for hardiness session, hardiness was found to increase in the hardiness scale was found to be locus of change.

Johnson, Barton, Sandvik Gjeldnes, Morken, Hystad, Storneas (2013) revealed that successful completion of ski march was predicted by total hardiness scores, after controlling for nutrition factors, physical fitness and sensation seeking. A second hierarchical regression found that the commitment facet of hardiness was the most significant predictor of ski March success, again controlling for nutrition, physical fitness and sensation seeking. This group also showed increasingly positive self-evaluation as the exercise went on. Together, these results indicate that hardiness commitment is a key factor influencing performance in a rigorous and stressful endurance task requiring sustained effort, perhaps by enhancing active coping skills and self-efficacy beliefs.

Kumar (2014), revealed that there is no significant difference between the adjustment and emotional maturity and family relationship of adolescent students and family relationship determinates emotional maturity of adolescents maturity.

Nehra (2014)^[5] found that there is no significant difference between the adjustment and emotional maturity of boys and girls studying in class IX, and there is no significant relationship between adjustment and emotional maturity.

Significance of the study

Youths are considered as an asset for any society. The advancement of any society also lays on the shoulders of this youthful age, their accomplishments in different fields and balanced personality. Education is the way toward reinforcing every one of these perspectives. Life is ending up quick with the headway of the science and innovations in technology. In spite of the fact that man has vanquished time and space to great extend, yet there is great threat to his existence. The Indian society is becoming increasingly materialistic. Emotional and social pressures are increasing day by day especially at high school stage. Unrest, anxiety and frustration are happening in all the spheres of life. Parents have no time to spend and guide their children. Students are frequently troubled with their daily problems because they do not have the capacity and training to solve problems. Our educational system also provides no direction to the children. Adolescents should normally possess the best physical and mental health for performing their duties. But unless something is done to help the child, he will continue to suffer from anxiety due to heavy workload. As an outcome of this, the kid gets restless anxious and becomes emotionally unbalanced and socially maladjusted. To deal effectively with their social relations, a person needs to acquire social skills that enable him to deal

with people tactfully and with understanding. Moreover, there is lot of competition in each stroll of life.

Here Darwin's law of the survival for the fittest is really substantial. Just the individuals who succeed can survive. Innovation has made man's life simple however in the meantime has made numerous complexities as well. Clearly man seems, by all accounts, to be cheerful however inside, he is brimming with clashes. To succeed in life one has to be psychologically hard and emotionally mature. So it is the need of the time that our adolescents should be told about encountering the stressful situations and complexities of life courageously so that they can learn to take these stresses in an adaptive way and can confront them boldly without getting emotionally disturbed. Also Psychological hardiness is the learnt approach to stress and it also influences the emotional maturity of the adolescents.

So the present study is taken to study about the emotional maturity of the adolescents in relation to their psychological hardiness. As citizens of tomorrow are children attending today's schools. These children in their capacity of being the future administrators, engineers, doctors and last but not the least the citizens of the country must be brought up in a way worthy of the obligations which they owe to their community and their country at large.

Present study will be of great help for the teachers, parents and administrators in a way to emphasize emotional and psychological aspect of the adolescent.

Objectives of the study

- 1) To study the relationship of emotional maturity of adolescent with psychological hardiness.
- 2) To study and compare the emotional maturity of adolescents having high and low level psychological hardiness.
- 3) To study and compare the emotional maturity of male adolescents having high and low level of psychological hardiness.
- 4) To study and compare the emotional maturity of female adolescent having high and low level of psychological hardiness.
- 5) To study and compare the emotional maturity of male and female adolescents having high level of psychological hardiness.
- 6) To study and compare the emotional maturity of male and female adolescents having low level of psychological hardiness.

Hypotheses

- 1) There exists significant relationship between emotional maturity of adolescents and their psychological hardiness.
- 2) There exists no significant difference in the emotional maturity of the adolescents having high and low level of psychological hardiness.
- 3) There exists no significant difference in the emotional maturity of male adolescents having high and low level of psychological hardiness.
- 4) There exists no significance different in the emotional maturity of female adolescents having high and low level of psychological hardiness.
- 5) There exists no significant difference in the emotional

maturity of male and female adolescents having high level of psychological hardiness.

- 6) There exists no significant difference in the emotional maturity of male and female adolescents having low level of psychological hardiness.

Delimitations of study

- 1) Study was confined to the schools affiliated to Panjab School Education Board of Fazilka District.
- 2) Study was restricted to 200 students.
- 3) Emotional maturity was the dependent variable.
- 4) Only one independent variable was taken i.e. Psychological Hardiness.

Sample and sampling technique

For the present study 200 secondary school students were selected from Fazilika District. 100 male students and 100 female students constituted the sample. Stratified disproportionate sampling technique was used.

Tools

Following tools were used:

- 1) Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2006).
- 2) Psychological Hardiness Scale by Arun Kumar (2008).

Statistical Techniques

- 1) Descriptive analysis was used.
- 2) Kelly's approach was employed to make groups.
- 3) Pearson's Product Moment correlation was employed
- 4) t-test was used to find out the significance of difference between various groups.

Results

1. **The first hypothesis H-1 that there exists significant relationship between emotional maturity of adolescents and their psychological hardiness was accepted.** As significant and negative correlation was found as $r=-0.92$ which is greater than the table values .138 and .181 at .05 & .01 level of significance with $df=198$). Therefore, it is inferred that with the increase in psychological hardiness, emotional maturity tends to decrease and with the decrease in psychological hardiness, emotional maturity tends to increase. (See Table-1)
2. **The second hypothesis H-2 that there exists no significant difference in the emotional maturity of the adolescents having high and low level of psychological hardiness was accepted** as t-value for emotional maturity found to be non-significant ($t=1.64, p>0.05$) between high and low level of psychological hardiness at 0.05 level of significance. Further, mean comparison shows that mean of emotional maturity ($M=103.6$) with low level of psychological hardiness is more as compared to mean of emotional maturity ($M=96.3$) with high level of psychological hardiness. (See Table-1)
3. **The third hypothesis H-3 that there exists no significant difference in the emotional maturity of male adolescents having high and low level of psychological hardiness was accepted** as t-value found to be non-significant ($t=1.88, p>0.05$) between high and low level of

psychological hardiness at 0.05 level of significance. Further mean comparison for emotional maturity of male adolescents (M=91.00) due to high psychological hardiness is less than the mean of male adolescents (M=100.73) due to low level of psychological hardiness. (See Table-1)

- 4. **The fourth hypothesis H-4 that there exists no significant difference in the emotional maturity of female adolescents having high and low level of psychological hardiness was accepted** as t-value found to be non-significant (t=1.18,p>0.05) between high and low level of psychological hardiness at 0.05 level of significance. Further mean comparison for emotional maturity of female adolescents (M=99.7) due to high psychological hardiness is less than the mean of female adolescents (M=108.5) due to low level of psychological hardiness. (See Table-1)
- 5. **The fifth hypothesis H-5 that there exists no significant difference in the emotional maturity of male and female adolescents having high level of psychological hardiness**

was accepted as t-value for emotional maturity of male and female adolescents having high level of psychological hardiness found to be non-significant (t= 1.72,p>0.05) at 0.05 level of significance. From mean comparison, it was found that mean of female adolescents M=99.7 was greater than the mean of male adolescents M=91.00 on emotional maturity having high level of psychological hardiness. (See Table-1)

- 6. **The sixth hypothesis H-6 that there exists no significant difference in the emotional maturity of male and female adolescents having low level of psychological hardiness was accepted** as t-value for emotional maturity of male and female adolescents having low level of psychological hardiness found to be non-significant (t= 0.99,p>0.05) at 0.05 level of significance. From mean comparison, it was found that mean of female adolescents M=108.5 was greater than the mean of male adolescents M=100.7 on emotional maturity having low level of psychological hardiness.(See Table-1)

Table 1: Showing Correlation and t-ratios of emotional maturity & psychological hardiness for the groups (high & low, male & female)

Pearson Correlation			Psychological Hardiness	Emotional Maturity			
			1	-0.92			
N			200				
Df			198				
Variable		N	Mean	Std. Deviation	t value	df	p value
Psychological Hardiness	Low	52	103.6	27.2	1.64	112	0.10
	High	62	96.3	19.7			
Psychological Hardiness of Male	Low	33	100.73	19.82	1.83	55	0.07
	High	24	91.00	19.67			
Psychological Hardiness of Female	Low	19	108.5	36.9	1.18	55	0.24
	High	38	99.7	11.26			
High Psychological Hardiness	Male	24	91.0	19.7	1.72	60	0.09
	Female	38	99.7	19.3			
Low Psychological Hardiness	Male	33	100.7	19.8	0.99	50	0.33
	Female	19	108.5	36.9			

Educational implications

- 1. Parents and teachers should rely on the adolescents and should give them ample opportunities to share responsibilities.
- 2. Teachers and parents should help the adolescents in how to tackle the stress, frustrations, conflicts and how to cope with them
- 3. Parents and teachers should have friendly behavior with the adolescents to make them responsible citizens.
- 4. Parents and teachers should engage the adolescents in productive activities to channelize their energy.
- 5. Community (family, school and other institutions) should make efforts to tap the hidden potential of the adolescents.

6.21 Suggestions for further research

- 1. The study can be conducted with large sample.
- 2. The study can be conducted on the college students.
- 3. The present study was restricted to Fazilka district only. The study can be conducted on other districts.
- 4. The study can be conducted with other variables like Self Efficacy, Social Intelligence, Personality traits, Home Environment, Spiritual Intelligence.

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