Chapter-III
Methodology

3.1 Introduction:

In the present circumstances, youth as well as children are facing difficulties in life, these difficulties are giving rise to many Psycho-Somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity ways wont art, and it must be preceded by acceptance from others.

Actually, emotional maturity is not only the effective determinant of personality pattern but it also hells to control the growth of adolescent’s development. The concept “Mature” emotional behaviors of any level is that which reflect5s the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to break delay and to suffer without self-pity, might still be emotionally stunner and childish. Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the Individuality Powers and his ability to enjoy the use of his powers.

Kalpan and Baron elaborate the characteristics of an emotionally mature person say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long arm planning and is capable of delaying or revising his expectation in terms of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

L.S. Hollingworth (1928) mentions some characteristics emotionally mature person in the following points:
1. He is capable to responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bands. It his but blow off, he does not below up.

2. He is also able to delay his responses as controlled with the impulsiveness of young child.

3. Handling of self-pity, instead of shading unrestrained selfpity he tries to feel for him.

Childhood emotional stresses influence the infant’s congenital heredity plus physical and emotional forces upon sperm and egg. (prior the conception and until birth) endowment and development forces, the child being most formative up-to the age of about six.

Many criter a have been suggested to evaluate the concept of maturity A few of them are being mentioned below:

According to Bernard (1954) following are the criteria of mature emotional behaviors:

1. Inhibition of direct expression of negative emotions.

2. Cultivation of positive, up building emotions.

3. Development of higher tolerance for disagreeable circumstances.

4. Increasing satisfaction from socially approved responses.

5. Increasing dependence of actions.

6. Ability to make a choice and not brood about other choices.

7. Freedom from unreasonable fear.

8. Understanding and action in accordance with limitations.
9. Awareness of the ability and achievement of other.

10. Ability to err without feeling disgraced.

11. Ability to carry victory and prestige with grace.

12. Ability to delay the gratification of impulse.

13. The enjoyment of direly living.

The most outstanding mark of emotional maturity, according to Cole (1944) is ability to bear tension. Others mark are in indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. He enjoys both play and responsibility activities and keeps them in proper balance.

According to Fred Mckinney, “The characteristics of an emotionally mature are hero-sexuality, appreciation of attitude and behaviors of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses”.

According to another author Seoul, the emotional development of the individual is relatively complete, his adoptability is high, is regressive tendencies are low, and his vulnerability is minimal.

Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective and is continually involved in a struggle to sustain himself degradation through feeling, thinking action.

**Youth stage and problem**

There are many problems on each stage of life. Man has to fight or struggle with problems from the birth to the end of life, but more problems may arise at the youth stage. Youth stage
means the season of taking hard decisions by controlling waving mind. Most of youngsters like to live dreamy world with high ambitions and aims. They want to do anything for their own decisions and ambitions. It is very much true that youngsters do not need the hunter but they need the controlling string merely.

Man is a social animal. Man has direct relationship with the society. Each man has to live life by following rules-regulations fixed by the society. In doing this man has to face many problems and has to pass through many struggles. Youngsters may feel the problems of sexual changes, environmental changes and can not take any type of decisions by himself. He feels the problems of ‘to be or not to be’. He can not suffer of can not say to any one. In such situation, sometimes, he may problem to do unacceptable behavior because of sexual emotions. If his abilities are guided in a right way then his powers convert in creative and formative powers. Youngsters take interest in religion, truth, ideals, social traditions, national problems, professional and educational matters. In this stage particular life philosophy or the reality of life based on attitudes, values, ideals, thoughts etc. are build up by him. He tends to find out self-consistency. If his such type of, needs are not fulfilled then his development is banned. Such type of needs are called Psychological needs. He tends towards negative behavior.

- Problems arise in life of a man in many ways such as-
  - Social problems
  - Economic problem
  - Thought problem
  - Mental problem
  - Physical problem

3.2 Problem:
The subject of present proposal is “To compare the emotional maturity and youth problems among male and female of higher, middle and lower class”.

3.3 Objectives:
The main objectives of the study were as under:-
(i) To study the same aspects of emotional maturity among sex male and female.
(ii) To study the some aspects of emotional maturity among urban and rural area.
(iii) To study the some aspects of emotional maturity among upper, middle and lower class.
(iv) To study the some aspects of youth problems among sex male and female.
(v) To study the some aspects of youth problems among urban and rural area.
(vi) To study the some aspects of youth problems among upper, middle and lower class.
(vii) To study the co-relation between emotional maturity and youth problems.

3.4 Null-Hypothesis:
(i) There is no significant difference in sex variables (male-female) on some aspects of emotional maturity.
(ii) There is no significant difference in area variables (urban-rural) on some aspects of emotional maturity.
(iii) There is no significant difference in class variables (upper-middle and lower) on some aspects of emotional maturity.
(iv) There is no significant difference in sex variables (male-female) on some aspects of youth problems.
(v) There is no significant difference in area variables (urban-rural) on some aspects of youth problems.
(vi) There is no significant difference in class variables (upper-middle and lower) on some aspects of youth problems.
(vii) There is no significant difference in co-relation between emotional maturity and youth problems.

3.5 Variables:
The present study were designed to measure the effects of three independent variables shown as below:-

(A) Independent Variables:

(1) **Sex (A):** Subjects of both the sexes were included viz. (1) Male(A1) and (2) Female(A2)

(2) **Area(B):** Subjects were included at two levels viz. (1) Urban(B1) and (2) Rural(B2)

(3) **Socio-economic status**: Subjects were selected from three SES levels viz., (1) Upper class(C1), (2) Middle class(C2), (3) Lower class(C3)
(B) Dependent Variables:
The investigator has measured emotional maturity on five aspects and youth problems on four aspects of. The score achieved by each subject, were considered as a dependent variable for data analysis.

3.6 Experimental Design:

In order to study the main as well as interaction effects of these three variables as mentioned in independent variable, a(2X2X3) factorial design as shown in the below table employed enabling the investigator to study the differences:-

(A) Between male and female.
(B) Between urban and rural area, and
(C) Among upper class, middle class and lower class.

**TABLE – 2**

**Factorial Experiment Design**

<table>
<thead>
<tr>
<th></th>
<th>A1 Male</th>
<th>A2 Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES AREA</td>
<td>B1 Urban</td>
<td>B2 Rural</td>
</tr>
<tr>
<td>C1</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>C2</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>C3</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Where

A = Sex=480
B = Area=480
C=SES=480

A1 = Male=240
B1 = Urban=240
C1=Upper class=160

A2 = Female=240
B2 = Rural=240
C2=Middle class=160

C3=Lower class=160
3.7 Sample:

In the initial stage, a very huge sample of 1000 people were taken randomly. Since the study aimed at studying the three variable namely (I) two levels of sex i.e. male and female, (II) two levels of area i.e. urban and rural and (III) three levels of socioeconomic status i.e. upper class, middle class and lower class. It was necessary to take a very large sample to cover all the three variables. Ultimately for the data analysis, a final sample of 480 to fit adequately various cells of design was finalized. The final sample showing in table:- B the age range of subject was 17-30 years. The people were taken from various places.

The criteria for socio-economic status was employed basis of socio-economic status scale by R. Bharadwaj, S. Gupta and N. Chauhan. The scale measures five levels of SES i.e. Upper class and Upper middle class, Middle class, Upper lower class, and lower class. During scoring of SES scale to majority subjects had range of score between upper class, middle class and lower class for analysis.
3.8 Tools:

The following tests will be used for the data collection.

(A) Emotional maturity scale

Emotional maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava will be used. The emotional maturity aspect of this study are as under

- Emotional Instability
- Emotional Regression
- Emotional maladjustment
- Personality disintegration
- Lack of independence

(B) The youth problem scale

Youth problem scale by M. Sharma will be used. The youth problem aspect of this study are as under

- Family problem
- College problem
- Social problem
- Personal problem
3.9 Statistical analysis:

The data obtained from 480 subjects are arranged in a (2X2X3) factorial design were subjected to adequate technique of statistical analysis viz. technique of analysis of variance in order to examine the roll of main variables and to study their main as well as interaction effects. Subsequently, another statistical technique termed as the Least Significant Difference (LSD). Test was applied to find out the significance between two means in specific pairs of sub-groups formed by different levels of main variables and co-relation method will be also used.