CHAPTER-I
INTRODUCTION

1.1 PRESENT SOCIAL CONDITIONS IN THE COUNTRY AND ROLE OF EDUCATION

We are living in an era where science and technology have indeed exploded into massive endeavours and achievements at a rapid pace. The enormous increase in scientific knowledge and industrialization has resulted in consequent increase of comfort, leisure and power but side by side man’s psychological problems have increased. The pattern of this development is leading to fragmentation of psychological personality resulting in mounting incidence of schizophrenia, neurosis, psychosis, suicide, crime and violence. Undoubtedly this type of environment affects the child. As child grows and moves in society he finds contradictory values of society and consequently a conflict emerges in the mind of child. Thus, it becomes the duty of parents and educational institutions that it should give right direction in shaping their personality so that they can adjust themselves in various contradictory situations.

Progress of a nation depends upon its citizens. It cannot be expected that a society composed of individuals with poorly developed personalities will be able to maintain progressive trends. The Indian society is becoming increasingly materialistic, emotional pressure is increasing day by day especially at adolescent stage. Unrest and frustrations are occurring in all spheres of their life. Parents have no time to spend and guide their children. Adolescents are frequently troubled with their daily problems, because they do not have the capacity and training to solve problems. Educational system also provides no direction in the field.

Some of the recent findings in the realm of psychology however highlighted that before we are able to control intellectual and rational processes,
we must understand and control our emotions; for to be sure, the whole edifice of human personality depends upon the culture of emotions. If people are not educated effectively in the control of their emotions, they are bound to suffer in intellectual and moral aspects of their personality. Sound mental health is a sine quanon for the attainment of sound physical health.

Adolescence has been regarded as one of the most important periods of life in all the societies of the world, may it be primitive or modern. This is the period which has stirred up an amount of anxiety in the minds of parents and rightly has exercised a great stress and strain on the adolescents themselves. It is because of this that educationists and psychologists have focussed their attention on the study of problems of adolescence.

Adolescence may be thought of as a transitional period between childhood and adulthood. The individual enters adolescence as child and emerges as dramatic as the sudden shooting up in height. Although the process of growth is psychological, the person also becomes intellectually and emotionally mature. This is the period of very rapid physical and physiological changes in a person who is not yet mature enough to comprehend the full implications of these changes and nor he/she able to cope with them.

With the rapid developments in all walks of life, problems have also multiplied in that proportion. Incidence of mental ill health has increased tremendously and has posed a serious problem before the nation. Industrial development, social and economic changes have given rise to a number of problems. Undoubtedly the role of home can not be undermined or shifted to any other agency. All psychologists teachers and mental hygienists agree that primarily family living and experiences play most crucial role in the development of harmonious personality in children, but family is disintegrating and is not in a position to play its part effectively. Therefore, all look to school as second line of defence. The school assumes great responsibility in the process of harmonious development of personality (Lazarus, 1975).
Under these circumstances, education can provide support to new generation to maintain their peace of mind, emotional balance and to develop right and correct type of behaviour. In the school situation, teachers can check maladjustment among students by providing neat and satisfactory experiences for the development of personality of the children.

In the opinion of Cole (1954) the process of human development cannot be understood without embracing at one moment the simultaneous action of two contributing processes - the maturing of the organism and development of its capacities into skills through learning. As a physical organism, the individual grows and matures, nourished by his enclosing environment. But his development is also brought about by his ‘learning’ from the moment by moment impact of the environment upon his organism. Hurlock (1972) feels that maturation and learning are not separate and distinct causes of development. Instead they are closely interrelated and one influences the other. Maturation is stimulated and influenced to some degree by the different environmental factors with which individual comes into contact. Maturation provides the raw material for learning to a great extent and more general patterns and sequences of an individual behaviour and, hence influence his total personality. The mature personality is pre-eminent in the adamant determination ‘to live’ but ‘to live well’. Nothing less than traits of dogged persistence, combined with intelligently planned strategy, can make strivings fruitful in the face of grave difficulties. A mature person should have these qualities in a large measure. Thus a mature person is master craftsman of the art of design for living having made an adequate adjustment between his own capacities and the social conditions of the time and community. So, education should prepare people to take life in their stride. It should enable them to capitalize on their opportunities and profit from their failures. There is a need for schools everywhere to provide measures for the emotional and social guidance to their pupils.
In the field of education, piles of studies prove that whatever affects the emotions of students, the learning process is also affected to the same extent as most of the learning takes place in the school. An adolescent who is emotionally immature will have poor school adjustment, as he will not be able to adjust to the school environment or to get along well with his peers.

An adolescent's school experiences exert a potent influence on his developing personality pattern. The school shares with the home, the responsibility of helping a young person to achieve those behavioural characteristics that can ensure for them the making of satisfactory adjustment to the demands on him of various areas of his present and future life activities. The degree of success he earns as a secondary school student depends on factors such as appropriateness of the curriculum in the light of his learning needs, the choice of major fields of his study, his relationships with teachers and his fellow students, his participation in the school life.

1.2 EMOTION

The word 'Emotion' is derived from Latin word 'emovere' which means 'to stir up' or 'to agitate' or 'to excite'.

Emotion is 'emoting'; emoting is fearing, loving, hating, delighting,joying, trusting and so on through a long list. All these emotions are ways of acting. Emotions as a way of acting, as way of getting along in the world, may be either good or bad. And beyond this, emotion is necessary element in the good life. They give zest and spice to life and add important qualities to personality. Positive emotions add excitement and give strength and endurance to body.

Emotion is defined as complex feeling state accompanied by physiological arousal and overt behaviours. In daily life we think primarily in terms of feelings but physiological and behavioural elements cannot be ignored.

Both 'motivation' and 'emotion' imply 'motion' coming from Latin word mover, which means to move. But the former is typically functional; a motivated
person moves himself towards some goal. The latter is primarily expressive; and emotional person is moved. Emotions can be motivating however to the extent that human activity towards some goal is prompted by feelings.

To many biologically oriented scientists emotion is primarily a physical reaction that involves rather special parts of one’s nervous system. To other psychologists, the purpose of emotion is to arouse one’s body for some kind of specific action. Such as flighting or fleeing or to depress physical responses so that one’s body can repair itself.

To other psychologists emotion is primarily an intra psychic experience that involves inner feelings rather than physiological reactions. Some of these experts divide emotions into various types of mental experiences such as fear, anger, love, hate and lust. Other intra psychic psychologists view feelings as being bipolar. That is, these scientists view the emotions as being either ‘pleasant’ or ‘unpleasant’.

There is one point about emotions, however that almost all psychologists agree upon that, emotions whatever they are, and wherever they come from can be quite stressful to the body and mind which is to say that, for the most part, one’s feelings involve the expenditure of physical, mental or behavioural energy. Learning to cope with your emotions therefore, typically requires you to learn how to handle the stresses and strains of life.

Various psychologists have defined ‘emotions’ as below:

Mc Dougall (1921) says, “Emotion is core of instinct”.

Crow and Crow (1961) says, “An emotion is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred up state in the individual and that shows itself in his overt behaviour”.
Drever (1964) says, “Emotions involve bodily changes of a widespread character in breathing, pulse gland secretion, etc. and on the mental side a stable or excitement or perturbation, marked by a strong feeling”.

Young (1966) states, “An emotion is a disturbed state of an organism: An emotion includes visceral changes due to increased activity of automatic nervous system and an emotion originates with in the psychophysical situation”.

Lazarus (1975) says, “Emotion is a complex disturbance that includes three main components; subjective affect, physiological changes related to species, specific forms of mobilization for adaptive action and action impulses both instrumental and expressive qualities”.

Plutchick (1980) says, “An emotion may be defined as a patterned bodily reaction of either destruction, reproduction, incorporation, orientation protection, rejection or exploration, or some combination of these, which is brought about by a stimulus”.

Buck (1988) defines “Emotion as the process by which motivational potential is realized or ‘read out’ when activated by challenging stimuli. Emotion is seen as a ‘read out; mechanism carrying information about motivational systems’.

Oxford Advanced Learner’s Dictionary (2000) defined emotions as “the part of person’s character that consist of feelings”.

Thus emotion may be defined for the specialist in many technical words, but for the laymen the familiar, sample of an emotion as a ‘stirred up state of the entire organism’, is probably more understandable or, if further definition makes the matter any clearer, an emotion may be called, ‘a response of the entire human being to a stimulus’ or, ‘an integrated reaction of the total organism’. Emotion and its basic need is not the same. It is reaction that accompanies either satisfaction or frustration of a basic need. Thus an individual has a basic need to be accepted by his age-mates, to be loved by his intimates, or to express himself in some way. If
these drives or needs are fulfilled, he is happy, joyful, contented, or in love. If these drives are frustrated, he is angry, frightened, worried, jealous, anxious, or full of sorrow. The emotions are thus related to basic drives but are not identical with them.

All emotions involve some temporary physiological adjustment in the individual, and the curious thing about this physical reaction is that it is nearly the same for all emotions although some small physiological indications have been found between the internal patterns of response for fear and anger. The main differences, however, are in intensity. That is, one can be annoyed, irritated, angered or infuriated, or one can be apprehensive, worried, frightened, or terrified. The changes become more profound, more extensive and more exhaustive with each increase in intensity but their is basically the same level of disturbance for all emotions.

Every day one either reveals or conceals feelings, emotions, attitudes, intentions and thoughts stimulated by people and events. Either way whether one reveal or conceal them, they are coming from within one’s self.

We cannot control what other people do around us. Neither can we control all the events of the day. How we respond will either build up or chip away at our self-respect and self-love, depending upon how we manage what goes on underneath our skin. When psychologists write about the inner life, they refer to pleasant and unpleasant feelings, or positive or negative feelings or emotions. When there is a highly pleasurable or satisfying response to people or circumstances, we describe ourselves as excited, elated, thrilled, ecstatic, exhilarated.

A person can be described as living heartily, joyously, happily or the inner life is described as calm, still, quiet, muscles are relaxed, heartbeat is normal, digestive system is normal. There is freedom from nervousness. All these words describe inner conditions that can be summed up in one word: peace, internal peace.
The person who experiences unpleasant feelings and negative emotions is being filled with tension, restlessness, anxiety and frustration. He probably has tense muscles, a pounding heart, faulty digestion and nervousness. Such inner conditions can be summed up in one word: misery.

**English (1978)** Chairman of the Department of Psychiatry at the Temple University Medical school, wrote once of a long study of the relationship between the mind, emotion and the body. He explained there were certain emotional centres in the brain linked to the entire body through the autonomic nervous system. Charges of emotions were relayed from the brain down the spinal cord and through the autonomic nerves to the blood vessels, muscles, tissues, mucous membrane and skin. Under emotional stress, he pointed out, all parts of the body could be subjected to physical discomfort because of a change of blood nourishment, glandular function or muscle tone.

Thoughts and feelings going through your mind cause pain in some part of the body far from brain. An emotion such as fear can cause the mouth to become dry. This means that the blood vessels have constricted blood supply and glandular activity has been reduced. Thus dryness will occur.

Laboratory tests show that under the stress of emotion there is decrease in glandular activity in the mucous membrane and in various parts of the digestive system, not only does the blood supply change markedly but secretion of various types increases or decreases in the abnormal manner and changes in muscle tone in the digestive system can occur, causing painful cramps. It has also been seen that emotional stress will increase the size of the blood vessels in the head and this can produce pain because of the stretching of the tissues around the blood vessels and their pressure on the nerve endings.

Thus we can say emotions play very important role in our life and in the development of personality.
1.3 MATURITY

Although the word ‘mature’ means ‘ripe’ or full development, the psychological meaning is more flexible. A child may be mature in the sense that he has reached the development which is typical for his age.

According to Dictionary of Education by Good (1959) maturity is the stage at which development, has reached its maximum and growth has ceased; it applies to cells, organs, functions, both physical and mental and entire organisms.

According to Encyclopedic Dictionary and Directory of Education (1971) by Biswas and Aggarwal “It is a stage of complete growth with reference to form or function of an organism. It may be distinguished from ‘maturation’ which implies change in maturity”.

According to Webster Encyclopedic Unbridged Dictionary of English Language (1989), ‘A person is mature who is fully developed in body and mind’.


Seoul (1951) has indicated following characteristics of mature behaviour:

1. One of the most obvious pathways of development, long emphasized is from parasitic dependence of the foetus to the independence of the parent, with parental capacity of responsibility for spouse and child.

2. Increased capacity for responsibility and productivity and its decreased respective needs.

3. Relative freedom from the well-known constellation of inferiority feelings, egotism and competitiveness.

4. Conditioning and training necessary from socialization and domestication.

5. Hostile aggressiveness such as all sorts of anger, hate, cruelty and billigerence are rather absent from mature adult.

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6. Another attribute of maturity is a firm sense of reality.

7. Flexibility and adaptability is another characteristic of mature behaviour.

1.4 EMOTIONAL MATURITY

Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of adolescent/s development. The concept ‘mature’ emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity.

Children and adolescents don’t have much emotional maturity because, their control over the environment is not adequate. The mature adult due to development of his various powers has greater control over his environment. So, he possesses emotional maturity to a greater degree. The emotional maturity begins during adolescence. The adolescents differ in degree with each other in this development.

An emotionally mature person has full control over expression of his feelings. The emotionally mature person however, behaves according to the accepted social values and ideals. He remains indifferent towards emotional incitements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect.

As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life’s ambitions etc. go on developing. A mature person is expected to understand a situation without any one’s help and realize his duties and responsibilities himself. He will not act in an irresponsible manner under emotional stream and waste his energy and time over imaginary problems, but it is undoubtedly with his success to cultivate finer
qualities of self control, politeness, sympathy, cooperation, tolerance and emotional stability.

A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is having of course trying to achieve more. He will have balanced attitude. He will have more positive than negative attitude towards life.

According to Lund (1947), “there is a tendency to assume that the most distinctive feature of an emotionally mature individual is his imperturbability or his capacity for restraint. It is not merely an absence but an actual maturing of emotions”.

According to Mackinney (1949), “The characteristics of emotionally mature are appreciation of cultivated behaviour of others, tendency to adjust attitude and capacity to delay his own response”.

Cole (1954) says, “The chief index of emotional maturity is the ability to bear tension”. This view lays stress upon ‘self control’ and not on ‘self fulfillment’.

Dosanjh (1956) says, “Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendencies”.

Good (1959) has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fitted to deal successfully with reality and a practice in adult love relationship without under emotional strain.

Jersild (1963) says, “Emotional maturity means the degree to which 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 arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage such as must be assumed by persons afraid to admit that they are afraid”.

According to Crow and Crow (1962), “The emotionally mature or stable individual, regardless of his age is the one, who has the ability to overcome tension, to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thoughts, his emotional attitude and his overt behaviour”.

Geoghagen et. al. (1963) says, “A person is considered emotionally mature when his responses to a situation are –

(a) Appropriate to his degree of development.

(b) Proportionate to the demands of situation”.

Smitson (1974) says, “Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally”.

Singh (1993) says, “Emotional maturity is not only the effective determinant of personality patterns but it also helps to control the growth of an adolescent’s development. A person who is able to keep his emotions under control, who is able to brook delay and to suffer without self pity might still be emotionally stunted and childish”.

In the views of Murray (2003) there is no correlation between chronological age, intellectual age, social age, or emotional age. Just because someone is “grown-up” by chronological age doesn’t mean they are “grown-up” emotionally. Chronological maturity and intellectual maturity combined with emotional immaturity is not uncommon and is potentially dangerous. A person
whose body and mind is adult, but whose emotional development is that of a child can wreak havoc in the lives of others as well as himself.

Our relationships are dependent upon our total emotional development. The best way to understand our relationships is to understand ourselves. The single most important task for any person wishing to improve his relationships is to increase his self-esteem and emotional maturity. He opines, to determine the level of one's emotional maturity compare one's behavior to the symptoms of emotional immaturity and the characteristics of emotional maturity.

So, emotional maturity implies proper emotional control, which means neither repression nor violent expression. An emotionally mature person has in his possession almost all type of emotions—positive or negative and is able to express them at appropriate time in appropriate degree.

1.4.1 Symptoms of Emotional Immaturity

1. **Volatile Emotions**

   Emotional volatility is indicated by such things as explosive behavior, temper tantrums, low frustration tolerance, responses out of proportion to cause, over sensitivity, inability to take criticism, unreasonable jealousy, unwillingness to forgive, and a capricious fluctuation of moods.

2. **Over-Dependence**

   Healthy human development proceeds from dependence (I need you), to independence (I don't need anyone), to interdependence (we need each other). Over-dependence is indicated by: a) inappropriate dependence, e.g. relying on someone when it is preferable to be self-reliant, and b) too great a degree of dependence for too long. This includes being too easily influenced, indecisive and prone to snap judgements. Overly dependent people fear change preferring accustomed situations and behavior to the uncertainty of change and the challenge of adjustment. Extreme conservatism may even be a symptom.
3. **Stimulation Hunger**

This includes demanding immediate attention or gratification and being unable to wait for anything. Stimulation hungry people are incapable of deferred gratification, which means putting off present desires in order to gain a future reward. Stimulation hungry people are superficial and live thoughtlessly and impulsively. Their personal loyalty lasts only as long as the there is usefulness of the relationship. They have superficial values and are too concerned with trivia (their appearance, etc.) Their social and financial lives are chaotic.

4. **Egocentricity**

Egocentricity is self-centeredness. Its major manifestation is selfishness. It is associated with low self-esteem. Self-centered people have no regard for others, but they also have only slight regard for themselves. An egocentric person is preoccupied with his own feelings and symptoms. He demands constant attention and insists on self-gratifying sympathy, fishes for compliments and makes unreasonable demands. He is typically overly competitive, a poor loser, perfectionist and refuses to play or work if he can’t have his own way.

A self-centered person does not see himself realistically, does not take responsibility for his own mistakes or deficiencies, is unable to constructively criticize himself and is insensitive to feelings of others. Only emotionally mature people can experience true empathy and empathy is a prime requirement for successful relationships.

1.4.2 **Characteristics of Emotionally Mature Person**

In the opinion of Murray (2004) emotionally mature person has the following characteristics:

1. **The Ability to Give and Receive Love**

   Emotional maturity fosters a sense of security, which permits vulnerability. A mature person can show his vulnerability by expressing love and accepting
expressions of love from those who love him. An immature person is unduly concerned with signs of “weakness” and has difficulty showing and accepting love.

2. The Ability to Face Reality and Deal with it

Mature people eagerly face reality, knowing the quickest way to solve a problem is to deal with it promptly. A person’s level of maturity can be directly related to the degree to which they face their problems or avoid their problems. Mature people confront their problems, immature people avoid their problems.

3 Just as Interested in Giving as Receiving

A mature person’s sense of personal security permits him consider the needs of others and give from his personal resources, whether money, time, or effort, to enhance the quality of life of those he loves. They are also able to allow others to give to them. Balance and maturity go hand in hand.

4. The Capacity to Relate Positively to Life Experiences

A mature person views life experiences as learning experiences and when they are positive he enjoys and revels in life. When they are negative he accepts personal responsibility and is confident he can learn from them to improve his life. When things do not go well he looks for an opportunity to succeed.

5 The Ability to Learn from Experience

The ability to face reality and to relate positively to life experiences derive from the ability to learn from experience. Immature people do not learn from experience, whether the experience is positive or negative. They view good or bad experiences as being caused by luck or fate. They do not accept personal responsibility.
6. **The Ability to Accept Frustration**

When things don’t go as anticipated the immature person stamps his feet, holds his breath, and bemoans his fate. The mature person considers using another approach or going another direction and moves on with his life.

7. **The Ability to Handle Hostility Constructively**

When frustrated, the immature person looks for someone to blame. The mature person looks for a solution. Immature people attack people; mature people attack problems. The mature person uses his anger as energy source and when frustrated, redoubles his efforts to find solutions to his problems.

8. **Relative Freedom From Tension Symptoms**

Immature people feel unloved, avoid reality, are pessimistic about life, get angry easily, attack the people closest to them when frustrated – no wonder they are constantly anxious. The mature person’s mature approach to live imbues him with a relaxed confidence in his ability to get what he wants from life.

Emotional Maturity should be defined in the light of all resources and powers that come into possession in the process of development. It should not simply emphasize the idea of controlling emotions or keeping a lid on them. It should emphasize the idea of using emotional resources in healthy and spontaneous ways.

Mostly, ‘emotional balance’ and ‘emotional maturity’ is taken as synonymous terms. They are not. Emotional balance emphasizes the value of learning to cope with both pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally balanced person will necessarily be emotionally mature person. Emotional balance is quality of an adult and not of a child. Thus emotional maturity is a relative term. It is directly related to age and stage of development of the individual.
Emotional maturity and emotional control are also different. The former is positive, whereas latter is a negative. Most of us control our emotions in many situations but it does not mean that all of us are emotionally mature. In fact some of us may express our emotions for fear of consequences. Emotional control means checking of emotions or inhibiting them from expressions whereas emotional maturity means behaving in most socially accepted manner without inhibiting the emotions. It involves internal control of emotions rather than external control.

1.4.3 Criteria of Emotional Maturity

Different authors have given different criteria to judge emotional maturity of individual. Hollingworth (1928) proposed her own criteria. She mentions emotionally mature person is (i) capable of gradation or degrees of emotional responses. He keeps himself within bound; (ii) He is also able to delay his responses as contrasted with impulsiveness of the young mind or child; (iii) He handles his self pity well.

Bernard (1954) gave criteria of mature emotional behaviour as :

1) Inhibition of direct expression of negative emotions.
2) Cultivation of positive, unbuilding emotions.
3) Development of higher tolerance for disagreeable circumstances.
4) Increasing satisfaction from socially approved responses.
5) Increasing dependency of actions.
6) Ability to make 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 others.
10) Ability to err without feeling disgraced

11) Ability to carry victory and prestige with grace.

12) Ability to delay gratification of impulses.

13) The enjoyment of daily living.

Magoun (1963) says, ‘Emotional maturity is the refined and developed ability to understand and use one’s emotions in personally controlled ways’. He listed following signs of emotional maturity:

1. Confidence and respect for one’s own integrity.
   a) Believing one self to be important without taking oneself too seriously.
   b) Recognizing and evaluating pressures from other persons and pressures from outside events.

2. Ability to face reality honestly, no matter how disagreeable.

3. Self control even in upsetting situations.

4. The desire to serve instead of desire to shine.

5. Well developed discrimination.

According to Menninger (2004) Criteria of Emotional Maturity includes:

1) The ability to deal constructively with reality.

2) The capacity to adapt to change.

3) A relative freedom from symptoms that are produced by tensions and anxieties.

4) The capacity to find more satisfaction in giving than receiving.
5) The capacity to relate to other people in a consistent manner with mutual satisfaction and helpfulness.

6) The capacity to sublimate, to redirect one’s instinctive hostile energy into creative and constructive outlets.

7) The capacity to love.

The most outstanding mark of emotional maturity is the ability to bear tension. Other marks are an indifference towards 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.

To sum up, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage typical of childhood. He is more inspired by pleasure, satisfaction and contentment than ridden with worries, anxieties and frustrations. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured, balanced and healthy emotional life.

In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control. An emotionally mature person will possess the following characteristics:

1. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.

2. Manifestation of emotion is very refined usually he expresses his emotions in a socially desirable way.
3. He is able to exercise control over his emotions. Sudden in-appropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check emotional tide.

4. The person no more hangs in mere idealism but he actually perceives things in his real perspective. He is not a daydreamer and he does not possess the desire to run away from realities.

5. The intellectual powers like thinking, reasoning etc. are properly exercised by him in making any decision. He is more guided by his intellect than his emotions.

6. He does not possess the habit of rationalization i.e. he never transfers responsibility of his own mistakes on others. He is always honest in his behaviour.

7. He possesses an adequate self-concept and self respect. He never thinks to do the things to show such behaviour as can injure his self respect or self-concept.

8. He is not confined to himself. He thinks for others and is keen to maintain social relationship. He never engages himself in such a behaviour, which is anti-social and can result in social conflicts and blocks social relationships.

9. He has guts to exercise his emotions at a proper time and at proper place. If an innocent person is attacked, he can rise to the occasion by exercising his emotions of anger. But if he is at fault, he is able to check his emotions of anger when rebuked.

The importance of emotional maturity in life cannot be ignored. Truly educated person is one whose emotions are trained and under control. A person who is not emotionally mature remains bungler in his social relations and is unable to make effective use of his energies. Also he is unable to think calmly.
1.4.4 Levels of Emotional Maturity

Level One

**Basic Emotional Responsibility:** When persons reach level one of emotional maturity, they realize that they can no longer view, their emotional states as the responsibility of external forces such as people, places, things, forces, fate and spirits. They learn to drop expressions from their speech that show disownership of feelings and a helpless attitude towards their feelings. Expression such as: “They made me feel……...”, “it made me feel”, “ made them feel ……. ” and any others that denote external emotional responsibility are first changed into “I” statements as opposed to “you” or blaming statements. They are for example changed from, “you make me so when you do that, to “I feel mad when you do that because……”.

Level Two

**Emotional Honesty:** Emotional honesty concerns the willingness of the person to know and own their feelings. This is a necessary step to self understanding and acceptance. The issues of resistance to self-discovery are dealt with at this level. They are related solely to the person’s conscious and unconscious fears of feelings directly with the critical voices they hear inside.

The realization of the old maxim, “To think own self be true”, is the primary goal at this level. This means that we are always true to what we feel: we do not hide stuff, suppress or repress what we feel but honestly experience it at this level of maturity. Here we are at least honest with our self about how we really feel.

As a secondary goal on this level, people learn to locate others with whom they can safely share their real feelings, their real selves.
Level Three

**Emotional Openness:** This level concerns the person’s willingness and skill in sharing their feelings in an appropriate manner and at appropriate times. Persons at this level experience and learn the value of ventilating feelings, and also the dangers involved in hiding feelings from self and others. Self-disclosure is the important issue at this level of work. The dangers of suppressing feelings and the values inherent in exploring and allowing all feelings internal expression are investigated further. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

Level Four

**Emotional Assertiveness:** The person at this level of work enters a new era of positive expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants—first from self and then from others. As a secondary goal, person should learn how to express any feeling appropriately in any situation i.e. without aggressive overtone. This person makes time for their feelings—they prize and respect them. They understand the connection between suppressed feelings, stress, and illness.

Level Five

**Emotional Understanding:** Person’s on this level understand the actual cause and effect process of emotional responsibility and irresponsibility. Self-concept is known as ‘the’ problem. They realize that it is not possible to have a so-called good self-concept without a complimentary bad self-concept.

Other understandings at this level include the following: attempts to capture a moment of self can only kill the self as the self is a living process and not knowledge or memory; to reduce self to knowledge is literally to kill it; one either has their self and is alive and experiencing, or one has found their self as knowledge and lost it.
Self-knowledge is used to free the self from self-concepts on this level rather to form them and imprison the self in them. The main work here is a total shift from identifying with any self-concepts to identifying only with the true self.

**Level Six**

**Emotional Detachment:** At this level the person lives without the burden and share of self-concepts, self-images, self-constructs, and all group concepts and thing-concepts. They are only aware of self as process, as a sensing being, as an experiencing being, as a living vessel, as unknowable and untrappable because it is alive and not static or fixed. They have died to the life of self-concept.

True detachment from all self-concepts has occurred. Thus true detachment from others has also occurred, which means that absolute emotional responsibility has been achieved. In few words we can say that emotional competence is greatly dependent on an accurate frame of reference and on overall maturity. We all are consistently changing our emotional pattern and trying to make them healthier. If we find that our emotional pattern are immature and disruptive, we can take steps to improve them, not by fighting our emotions but by understanding and accepting them, learning to function with them and express them constructively and accentuating those that are positive rather than negative.

1.4.5 Emotional Stability or Self-Control

By emotional stability is meant that the individual must never loosely act under the ways of emotions i.e. reaching out of the situations involving such feelings as anger, fear, disgust and hate etc. A great many people are unnecessarily touchy for nothing and become fussy over trivialities. Many sportsmen feel elevated when they win but start crying, abusing the umpires or referees or curse the fate when they lose. Such feeling reflect one’s emotional status. Good personality connotes acceptable modes of behaviour, sudden outburst of intense feeling is generally frowned upon. Man is not supposed to react to situations as he usually does. Emotional stability leads to modest living.
Emotional instability is the root cause of maladjustment, which defaces the entire image of one’s personality. There are ceaseless pressures from all sides on our mind today. Frustrations, corroding anxieties, emotional tension have now become a stern reality of life. Moreover, tension is badly telling upon one’s emotional balance.

Emotional stability is considered to be an ingredient of personality which is essential both in physiological as well as moral sense of the term. No ideal adjustment in the environment is possible unless people are made to know how they should control their emotions. Emotions are a great reservoir of energy. When emotional situations are not controlled, like the flooded river, they work havoc. Emotions must be trained, channeled and sublimated so as to give each individual personality a sort of stability and strength.

In one of the pioneer efforts to define emotional stability as related to preadolescent, Hollingworth (1928) notes that many of the tests of fitness for manhood and womanhood in ancient public ceremonies were tests of the capacity to suffer. The assumption underlying them seems to have been that one who has fortitude and who can endure pain silently and without protest is a mature person. The “mature” lad in Sparta would be one who could suffer intense pain without flinching or crying for help. According to one set of standards the person who is most rigorously competitive and who is best able to sustain both the defeats and the triumphs of competition is the most mature and emotionally most balanced and stable.

These accounts describe some aspects of self-control. However, maturing emotionally does not mean simply to control emotions or to keep lid on feelings. Maturing emotionally also means an ability to use emotional resources to get satisfaction from enjoyable things, to accept and to realize the meaning of fear that arises when one faces frightening things without needing to put on a false mask of courage.
1.4.6 Emotional Infantilism

Thorpe (1946) enumerated some of the behaviour patterns found in an adolescent who has not attained emotional maturity and who still belongs to an emotionally infantile stage. These infantile patterns of emotional behaviour are as follows:-

1. Rationalization, or the tendency to give plausible reasons for inconsistent behaviour.

2. Showing-off, or attempting to attract undue attention by bluffing, posing, or wearing loud clothes.

3. Anger when thwarted and resentment against authority and advice.

4. Refusal to face reality or conditions as they exist.

5. Lack of consistency in conduct and emotion.


7. Avoidance of difficult tasks.


9. Decided crushes on individuals of the same sex.


Thorpe found that those individuals who had outgrown these infantile modes of emotional behaviour were usually well-adjusted and socially competent men and women.

Liberal and whole-hearted participation in interesting and useful work and abundant playful activities directs one’s emotional growth to healthier and maturer channels. The process of emotional maturity is invariably quickened by ‘activity-filled days and sleep-filled nights’.

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As he grows older an adolescent must endeavour to say good-bye to his emotional infantilism and make firmer advances towards emotional maturity in order eventually to become one day a healthy, responsible and useful adult.

1.4.7 Developing Emotional Maturity

Responsibility for the appearance of excessive disintegrated emotions rests with various factors including physical conditions and health, intelligence, social environment, and family relationship. The child who is affected by poor health and who is easily fatigued may exhibit excessive excitement or emotionality. Mothers frequently notice that when a child is off his usual eating or sleeping schedule he is more irritable.

Children who are more intelligent than the average tend to have a broader perception of the world, which enables them to perceive, comprehend the great variety of emotion from the serious to the ridiculous, the tragic to the humorous and thus to participate in a wider range of emotions. The child who comes from a continually tense social environment in which interpersonal pressures are within the family and extreme disciplinary methods are criticized tends to be more emotional. The child who is spoiled, neglected or overprotected in the family tends to display inappropriate emotional behaviour. Following ways can develop emotional maturity:

1. Acceptance and recognition: These are the basic needs of child. Parents and teachers should make the children feel that they are accepted and recognized. Acceptance of love, sympathy and recognition prevents the desired development and refinement of emotions in the individual due to which he does not attain to the normal level of emotional maturity.

2. Presenting good examples: Teacher should present a good example because example is better than percept. Teacher himself should become emotionally mature.
3. Love and sympathy: Love and sympathy are elements that have importance for the individual. Parents and teacher should give desired love and affection to the child.

4. Games and cultural Programmes: Emotional tensions are the inevitable result of man's modern civilization and culture. They can be relieved to some extent by various kinds of games, cultural and other programmes.

5. Moral and religious training: Moral and religious training should be given to children because such type of training can help in improving emotional maturity.

1.5 ADOLESCENCE

Etymologically the term, "Adolescence" comes from the Latin word "Adolescere" which means ‘to grow’ or ‘to grow to maturity’ biologically.

Stanley Hall (1904) splendidly portrayed it as, “Adolescence marks a new birth of the personality of an individual and is a period of great stress and strain, storm and strife”, which is still a widely accepted and apt description of Adolescence.

According to McCandlers (1961), “Adolescence is both a time of drastic change and a part of the continuous stream of human development. Adolescence is a bridge period, a time shifting from one stage to another”.

Jersild (1963) states, “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically”.

Hurlock (1972) states, “Adolescence as a period, which extends from sexual maturity until the age when independence from adult authority is legally assured”.

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Harrocks (1976) has defined adolescence period as, “both a way of life and a span of time in the physical and psychological development of an individual. It is a period of growth and change in nearly all aspects of the child’s physical, mental and emotional life. It is a time of new experiences, new responsibilities and new relationships with adults as well as with peers”.


Adolescence is the development period between childhood and adulthood, spans the years from 12 to the early 20’s. It is a complex period of human growth that leaves many parents, teachers and counselors perplexed and startled by rapid changes in mood and behaviour.

Thus from the above definitions it is clear that adolescence is a period in one’s life where there is a conflict between dependence and independence, freedom and restrictions, leading to stressful situations demanding adequate coping resources to pull the person out of that situation.

1.6 EMERGENCE OF THE PROBLEM

Modern age is an age of technical advancement, rapid industrialization, urbanization and hard competition which has made an individual’s life more confused and insecure. Emotional pressure is increasing day by day especially at adolescent age which has led to imbalance and maladjusted personalities in the society. Therefore there is a great need to study emotional maturity of the children.

Adolescents of today are facing many new problems, which did not exist earlier. These external changes are added to internal change and thus create confusion for the adolescents of today. The adolescents with the confusions and adjustments create a special interest for study. Adolescents emotional experiences constitute an extremely important accompaniment of growing up process. Even
apparently well-adjusted adolescents have their trials and tribulations as well as highly satisfying and thrilling experiences.

Our education aims at all round development of the personality of the child. Education is meant for developing three domains i.e. cognitive, affective and conative. But our education mainly stresses to develop cognitive aspect which deals with knowledge, and to some extent develops conative aspect, which deals with motor skills. The affective aspect, which deals with emotions, feelings and sentiments of child, is totally neglected by our education. For developing the child as emotionally mature, only formal education is not enough but informal education which the child gets from his family is also needed.

Today the young students are indulging in anti social activities. There is indiscipline everywhere. This all seems due to emotional disturbance of the students. Many educationists have realized that in order to extend the training to the youth so that they can face challenges, the research in the field of emotional maturity is needed. So, in the light of this viewpoint, there is a need to enrich the content and subject matter of emotional maturity.

Adolescence period is a period, which is full of problems. A well-adjusted and emotionally mature individual is adjudged as a symbol of progress. He/she understands his/her duties to perpetuate the race and develop usefulness in himself/ herself as well as in others. Naturally to protect adolescents during this defenceless state and enabling them to gain emotional maturity and providing healthy living conditions and make for personal satisfaction are the important points to be kept in view.

There is an increase in negative attitude among students. Restlessness, aggressiveness, disintegrated personality and many other factors are the signs of emotional immaturity in the students. To know the root cause of these factors, there is a great need to investigate of emotional maturity. An inquiry into the cause and effect of relationship of emotional maturity has tremendous significance and importance for further development of mankind.
Recent years have witnessed the importance of emotional maturity, more specifically in the harmonious development of the child. Emotional maturity is influenced by study habits, motivation, interest, attitude, aptitude, intelligence, academic achievement, scholastic achievement etc. and environment factors like, home environment, school environment, socio-economic status, parent-child relationship and parental involvement etc.

The researcher herself is a senior lecturer in one of the colleges of education and has been teaching the subject of educational psychology to B.Ed. and M.Ed. students for the last 25 years. Thus due to the good background of the subject of educational psychology, she thought to explore further this important field of education.

Though a few studies have already been conducted on the various aspects of school and home on the development of emotional maturity of the students, the systematic and empirical studies on relationship of emotional maturity with various important variables is still lacking. Also the inference drawn on the basis of the studies so far reported cannot be regarded as general and final. It becomes necessary, therefore to look afresh into the problems concerning the relationship of emotional maturity with different cognitive and non-cognitive variables.

Hence the problem under study reads as:

1.7 STATEMENT OF THE PROBLEM

"A STUDY OF EMOTIONAL MATURITY OF ADOLESCENTS IN RELATION TO COGNITIVE AND NON-COGNITIVE VARIABLES".

1.8 OBJECTIVES OF THE STUDY

1. To study the emotional maturity of male and female adolescents.

2. To find the relationship of emotional maturity with cognitive variables i.e. intelligence, emotional intelligence and academic achievement and non-cognitive variables i.e. home environment, self-concept and mental health.
3. To set up step-up regression equations to see the percentage contribution of different variables in predicting the emotional maturity of adolescents.

4. To find difference in the emotional maturity of male and female, government and private school, scheduled caste/ non-scheduled caste as well as rural and urban adolescents.

1.9 MEANING OF KEY TERMS

Emotional Maturity

For the purpose of present study emotional maturity has been operationally defined on the basis of five broad aspects of emotional immaturity namely emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence as given by Singh and Bhargava (1993).

Cognitive Variables

Cognitive variables include intelligence, emotional intelligence and academic achievement.

(i) Intelligence

For the purpose of study, intelligence has been operationally defined as ‘the ability to deal with numbers, analogies, opposites and synonyms, to make categories and to draw inference. Its measurement is the total scores on Tandon’s Group Test of General Mental Ability (1986).

(ii) Emotional Intelligence

Emotional intelligence has been operationally defined on the lines of concept given by Goleman. The test measures person’s overt behaviour, his self-awareness, self-regulation, motivation, empathy and social skills. This is measured through test prepared by (Khera and Sarabjeet Kaur 1999).
(iii) Academic Achievement

Academic achievement of adolescents to be measured with the help of students’ marks obtained in the annual examination i.e. Xth class taken from school record.

Non-Cognitive Variables

Non-cognitive variables includes self concept, family environment and mental health.

(I) Self-Concept

Self-concept has been operationally defined as measure of six dimensions Physical, Social, intellectual, moral, educational and temperamental self concept. Its measurement is done through total scores on self-concept questionnaire by Saraswat (1984).

(ii) Family-Environment

Home or family environment has been operationally defined on the basis of three dimensions namely: relationship dimensions, personal growth dimensions and system maintenance dimensions. Its measurement is done through the scores on test by Bhatia and Chaddha (1993).

(iii) Mental Health

Mental health has been operationally defined as measurement of positive mental health of normal individuals on the six dimensions of positive self-evaluation, perception of reality, integration of reality, autonomy, group oriented attitudes and environmental mastery. Its measurement is done through mental health inventory by Jagdish and Srivastava (1983).
**Government and Private Recognized Schools**

In the early period schools were housed in temples. During Buddhist age, ‘Maths’ were erected, and for higher learning grand buildings were constructed to house universities like Nalanda. But main schooling continued in temples, maths or maktabs.

At the beginning of 19th century, the state did not assume any responsibility for providing education to the masses. Each local community therefore looked after its own educational needs and established and maintained its own schools.

In the British regime, after the issue of Wood’s dispatch, the Govt. undertook the responsibility of opening schools. Some schools were opened here and there, mostly in the urban areas, and a modest beginning was made in equipping the schools materially on the western pattern.

After independence educational objectives to be followed in democratic India has been redefined. State took the responsibility of imparting education to the Indian masses who could not get admission in public schools due to higher fee structure. State assumed the responsibility for opening schools providing supervision well educated and well paid teachers to these schools. At the same time local community also assumed responsibility for all items of expenditure connected with the local school except for the remuneration of teachers or supervision in which sphere it was assisted in the discharge of this responsibility by a suitable grant in aid from the state.

In the present study two types of schools are taken i.e.

Govt. Schools and Private Recognized schools.

**Government Schools**

Govt. Schools are named as Govt. high or Senior Secondary Schools. These schools are run by state govt. These schools charge less fee from the
students as compared to the fee charged in private model or public schools. Generally the children of low or middle social class are studying in these schools. Medium of instruction in these schools is regional language. It is assumed that quality of education imparted in these schools is inferior as compared to quality imparted in model schools. In these schools very little stress is laid on the all round development of personality of the child. The traditionalists believe that only function of a school to teach school subjects and that it has nothing to do with life of the community outside the school. This group of thinkers also believe that any widening of the functions of a school will only interfere with its legitimate responsibility of teaching children without achieving any positive or worthwhile results in other sectors.

Private Schools

In every state there are many private agencies which run various schools. Private schools are of two types:

1) **Aided Private Schools**

These types of schools are run and controlled by private bodies but they are provided aid from government so they have to follow the conditions of government. These are also known as recognized aided schools.

2) **Non-Aided Private Schools**

These schools are fully run and controlled by private agencies. These type of schools are further divided into recognised private schools and un-recognised private schools.

Recognised private schools have permission from govt. to run the school. But these schools are not bound to follow the conditions of government. These schools have their own material and non-material resources. These types of schools are run by private persons, private social welfare societies. Some of the religious societies also run schools in many parts of India. These types of schools
are managed by these societies, missionaries’ etc. Some of the social scientists have named these types of schools as denominational schools be Convent schools, Sanatan Dharam Schools, Dayanand Anglo Vedic Schools, Muslim Schools, Khalsa Schools etc. come under this category.

In private schools fee structure is high depending upon the facilities provided to the students. The central emphasis is on ‘all round development’ of character by cultivation of academic skills and qualities of initiative and responsibility, self-discipline, team spirit, sportsmanship, a refined taste and spirit of public service.

In matter of academic standard these schools are supposed to leave little to be desired and it is assumed that quality of education, they impart is certainly better than the quality of education in traditional schools.

In the present study sample has been selected from Government schools and private recognised schools of Punjab State. Seeing the difference in the opinion of both groups of thinkers the investigator wanted to undertake this study and explore the differences in the emotional maturity of adolescents studying in both type of schools.

1.10 SIGNIFICANCE OF THE STUDY

The present investigation of emotional maturity in relation to certain cognitive and non-cognitive variables has a great significance to parents, students, teachers and administrators.

The purpose of education is not only to sharpen the intellect but to make the student receptive, sympathetic and democratic in outlook. The study can be helpful to teachers to find out revised programmes, methods and procedures to rectify the fissiparous tendencies in the students and administration who can implement suitable activities in school to develop emotional maturity of the students in proper shape.
Parents education, type of home, family environment in which adolescents live has a definite effect on the emotional maturity of adolescents. Present study will highlight the view and will be significant for parents and teachers to have knowledge about the emotional development and adjustment of adolescents in order to help them to have a better adjustment is life. This study will also help the parents in becoming aware of the role of home in achieving emotional maturity of their children.

This study will have great practical value to parents and teachers who with little enlightenment or knowledge about various correlates of emotional development would solve the problems of maladjusted children they have to deal with. Such a study will have great practical significance where guidance movement has not gone beyond few qualified psychologists.

This study will be important from the point of view of parents’ guidance. The primary task of parent is to facilitate the child’s emotional development and to do this just as if they were raising flowers, they must provide warmth, soil, light and enjoyment derive from watching the complex growth unfold. From birth the only safe rule is to treat the child as an individual, with the fullest respect for its complex, flowering personality as it develops towards independence productively.

Present investigation will be important from the point of view of counseling and proper direction to adolescents. A timely advice and psychological counselling to adolescents is essential in order to save them from maladjustment. If concerned authorities do not recognise this aspect of investigation and ignore helping the students the present schools will become institutions of mass machine geared up for mass production of emotionally weak and maladjusted personalities.

It has been realized by many educationists that in order to extend the training to the youth so that they can face challenges, the research in the field of emotional maturity and neurotic behaviour is very important. From the review of related studies, it has been found that not much work of this nature has been done
in India as well as abroad and there is paucity of research in the field of emotional maturity as compared to other areas of education. So, in the light of this point of view, this study will enrich the content and subject matter of emotional maturity.

The importance of emotional maturity in this fast growing society itself is contributing to accelerate the pace of research activity in emotional maturity as well as other fields of life. It will be helpful to provide directions to younger generation to develop emotional maturity.

This study would reveal significant trends as to the degree and extent of predictability and relationship of intelligence, academic achievement, emotional intelligence, self concept, family environment and mental health with emotional maturity and thus will motivate the educationists and curriculum framers to design academic experiences in a way that these will help to foster the ability to face challenges of life right from achievement stage.

1.11 DELIMITATIONS OF THE STUDY

Delimitations are the boundaries of a study. A research worker has to delimit its study with regard to different aspects as variables, area, size of sample etc. due to limitation of time, energy and resources. Keeping in view all these things the investigator delimited the work as given below:

1. The sample for the study was drawn randomly from the 939 students studying in government and private recognized schools of Punjab state.

2. The sample was collected from the students of XI class studying in Arts and Science Stream.

3. The study was delimited to both boys and girls of adolescent age.

4. The study was delimited to both urban and rural areas.

5. The study was confined to 7 districts of Punjab State.
1.12 ORGANIZATION OF RESEARCH REPORT

The complete report of present research has been presented in six chapters. An outline of the contents of these chapters is as follows:

The first chapter gives a glimpse of the entire study i.e. its problem, objectives, importance, delimitations and plan for investigation etc.

Second chapter has been devoted to theoretical aspects so that concepts of terms used in the study can be clarified.

Third chapter gives a glimpse of the related literature. Researches done in India as well abroad related to various variables have been quoted. Hypotheses based on the previous researches have been enlisted in this chapter.

Fourth chapter contains the details about the sample of the study, method, tools and techniques and statistical techniques used by the investigator for the collection and analysis of data related to the present study.

Fifth chapter contains the analysis and interpretation of the data collected for the present study.

Sixth chapter deals with summary, findings and educational implications of the present research. In this chapter suggestions for further research have also been given.

The bibliography and appendices have been given at the end of research report.