

An Analysis of Emotional Maturity of Adolescent students in relation to Parent-Child Interaction of Fazilka District (Punjab)

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Abstract- This study is aimed at assessing the relationship between emotional maturity and parent-child interaction among adolescent students. Descriptive method using survey as a technique is employed in this empirical study. A sample of 200 male and female adolescent students, randomly selected from the government and private schools affiliated to PSEB of Fazilka district is taken. Mean, SD and 't' test are used to determine the significant differences with respect to the variables involved. The study reveals that adolescents of government and private schools show almost same level of emotional maturity and emotional maturity of adolescents is positively correlated with parent-child interaction of adolescents.

I. INTRODUCTION

Every child has unique nature as regards capabilities, attitudes, personality characteristics and interests, and as such, he reacts in his unique way to the situations in the class and at home. Success or failure in school is related to the child's relationship with his parents and other family members. The child's attitudes and behavior are markedly influenced by the family into which the home is the child's first environment, it sets the patterns for his attitudes towards people, things and life in general. The child uses his parents as model for his adjustment to life. The term 'adolescence' comes from the Latin word, 'adolescence', meaning, 'to grow into maturity' (Chopra & laxmi, 2014). Linda (2009) defines adolescence as the time of growth, change and opportunity, transitioning into adulthood can bring moments of insecurity, helplessness, frustration, uselessness and isolation. Adolescence has also been defined chronologically by age. For example, Hurlock (1978) designates the year from 10-12 as pre-adolescence, 13-16 years as early adolescence and 17-21 as late adolescence. However, such arbitrary age designation does not serve any purpose since there is considerable variation in development patterns among individuals(Chopra & laxmi, 2014).

II. CONCEPTS DEFINED EMOTIONAL MATURITY

Emotional Maturity is one of the effective determinants of personality. The dictionary definition of emotional maturity is how well one is able to respond to situations, control one's emotions and behave in an adult manner when dealing with others. Etymologically, the word 'Emotion' is derived from the Latin word 'emovere' which means 'to set up' or 'to excite'. Emotion can thus be understood as an agitated or excited state of our mind and body. The concept 'Mature' implies an emotional behavior at any level which reflects the fruits of normal emotional development. Maturity is the art of living in peace with that which we cannot change, the courage to change that which should be changed and the wisdom to know the difference.

III. PARENT-CHILD INTERACTION

Sears (2001) defines, "parent-child relationship as the process of promoting supporting as the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. It is an activity of raising a child rather than biological relationship".

Cotton (2001) defines parental involvement as including several different forms of as including several different forms of participation in education and with the schools.

IV. REVIEW OF RELATED LITERATURE

Khurana and Khanna (2003) revealed a significant relationship between social competence and parents child relationship except Rejecting, Object Punishment and Neglecting dimensions of parent child relationship.

Verna and Khan (2014) investigated the impact of parent-child relationship on self-confidence of the students of higher secondary Schools of Drug district and revealed that there is no relationship between parent-child relationship and self confidence of the children.

V. SAMPLE

In the present study, sample comprised of 200 students and equal numbers of students of 9th class were taken from both government and private schools i.e. 100 students (50 boys and 50 girls) were taken from each category of schools i.e. government and private schools of fazilka distt.(Punjab).

VI. TOOL DESCRIPTION

The tools used for this study are"

Emotional Maturity Scale prepared by Dr. Yashvir Singh and Dr. Mhesh Bhargava (1999) which is based on general cognitive view of emotions and adjusting themselves according to situations comprising five dimensions and 48 items in total.

Parent Child Relationship Scale prepared by nalini Rao (2011) to measure characteristic behavior of parents as experienced by their children. It contains 100 items categorized into ten dimensions.

VII. DATA ANALYSIS

Hypothesis 1: "There exists no significant difference in emotional maturity of adolescents with respect to gender".

Table: Group statistics of emotional maturity of adolescents with respect to gender.

Gender	N	Mean	S.D.	Std. Error Difference	t-ratio
Boys	100	112.38	18.02	3.23	1.34
Girls	100	107.58	26.24		

(Critical value 1.96 at 0.05 level and 2.58 and 0.01 level, df=198)

The table reveals that calculated t-ratio was found to be less than tabulated (1.96) even at 0.05 level of significance .so it suggests that there is no significant difference between emotional maturity of adolescent boys and girls. The null hypothesis stating that there exists no significant difference in emotional maturity of adolescents with respect to gender, was therefore, accepted at both the levels.

Hypothesis 2: "There exists no significant difference in emotional maturity of adolescents with respect to type of school".

Table: Group statistics of emotional maturity of adolescents with respect to type of school

Type of School	N	Mean	S.D.	Std. Error Difference	t-ratio
Government	100	109.00	24.72	2.24	0.64
Private	100	111.17	20.25		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df=198)

The table reveals that calculated t-ratio was found to be less than tabulated (1.96) even at 0.05 level of Significance, So, it suggests that there is no significant difference between emotional maturity of adolescents of government and private schools. The null hypothesisstating that there exists no significant difference in emotional maturity of adolescents with respect to type of school, was therefore, accepted at both levels.

Hypothesis 3: "There exists no significant difference in parent –child interaction of adolescents with Respect to gender".

Table: Group statistics of parent-child interacting of adolescents with respect with respect to gender

Gender	N	Mean	S.D.	Std. Error Difference	t-ratio
Boys	100	607.78	50.86	6.18	2.33
Girls	100	632.88	50.09		

**Significant at 0.01 level

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df=198)

The table reveals that calculated t-ratio was found to be more than tabulated (2.58) at 0.01 level of significance. So, it suggests that there is a significant difference between parent-child interaction of adolescent boys and girls. An examination of the means of two groups suggests that adolescent girls have high level of parent-child interaction

than adolescent boys. Thus, the null hypothesis stating that there exists no significant difference in parent-child interaction of adolescents with respect to gender, was therefore, not accepted at the specific level.

Hypothesis 4: "There exists no significant difference in parent-child interaction of adolescents with respect to type of school".

This has been tested by employing t-test. The results are summed up in the following table.

Table: Group statistics of parent-child interaction of adolescents with respect to type of school

Type of School	N	Mean	S.D.	Std. Error Difference	t-ratio
Government	100	613.33	50.03	6.33	0.77
Private	100	627.33	42.88		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level, df=198)

The table reveals that calculated t-ratio was found to be less than tabulated (1.96) even at 0.05 level of significance. So, it suggests that there is no significant difference between parent-child interaction of adolescents of government and private school. An examination of the means of two groups suggests that

Adolescents of government schools and that of private schools have almost same level of parent-child interaction. Thus, then null hypothesis stating that there exists no significant difference in parent-child interaction of adolescents with respect to type of school, was therefore, accepted at both levels.

Hypothesis 5: "There exists no significant relationship between emotional maturity and parent-child interaction of adolescents".

This has been tested by employing Pearson Product Moment Correlation technique. The results are summed up in the following table.

Table: Group statistics of co-efficient of correlation between emotional maturity and parent-child interaction of adolescents

Variable	N	Coefficient of Correlation
Emotional Maturity	200	0.07
Parent-Child Interaction	200	

From the calculations, we conclude that co-efficient of correlation (r) = 0.07.

The Table indicates that emotional maturity is positively correlated with child interaction ($r = 0.07$ significant at 0.01 level). Thus, the null hypothesis stating that there exists no significant relationship between emotional maturity and parent-child interaction of adolescents, was therefore, not accepted.

VIII. EDUCATIONAL IMPLICATIONS

Educators should design the learning environment and instructional material in such a way that help the students to grow into emotionally intelligent adults who would be able to demonstrate emotional competency in their academic achievements, social relationships and in the ultimate work environment.

The school authorities should arrange community-service programs for the child to participate.

It is necessary for the parents to provide best possible environment at home.

As the present study shows that adolescent boys show lower level of parent-child interaction than adolescent girls, school authorities should guide the parents to improve the interaction with their child.

Parents should support their children's schooling by attending their functions and responding to school obligations.

As results of the present research reveals that emotional maturity is positively correlated with parent-child interaction.

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