

EMOTIONAL MATURITY AMONG YOUNG ADULTS

Thesis submitted in

Partial fulfillment of the

Degree of Master of Science (M.sc)

BY

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20PHD025

Supervisor

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Avinashilingam Institute for Home Science and Higher Education For women

Coimbatore- 641043, Tamil Nadu, India

MAY, 2022

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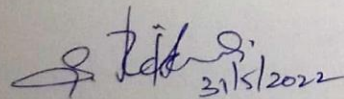
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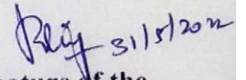
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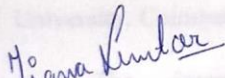
DECLARATION

I, **M. Tiana Lemtor** hereby declare that the dissertation entitled "**Emotional maturity among young adults**" submitted for the degree of Master of Science (M.sc) is a record of work carried out by me during the period of 2022 under the guidance of **Mrs. S Rajkumari**, Assistant Professor, Department of Human Development, school of Home Science, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore and has not formed the basis for the reward of any Degree, Diploma, Associate ship, Fellowship, Titles in this institution or any other university or any other similar institution of higher learning.

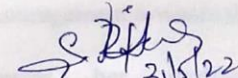
The investigator wishes to express thanks and sincere gratitude to Dr. V. Shreevidya Haridharan, Ph.D., D.Phil., Hon. Vice Chancellor, Avinashilingam University for Home Science and Higher Education for Women University, Coimbatore for the facilities provided for the successful completion of the study.

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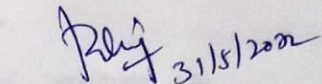
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Guide


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Acknowledgement

“Gratitude is not only greatest of virtues, but the parent of all others”

The investigator raises her heart in a humble prayer of thanks giving to the **ALMIGHTY GOD** for his manifold mercies which enabled her to successfully complete research study.

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Introduction

I.INTRODUCTION

According to the World Health Organization (WHO) in the year 2016, an adult is a person older than 19 years of age unless national law delimits an earlier age. Young adulthood is a very crucial part of life. It encompasses the stage between ages 19-24 years, where the young are in a transformative stage. Young adulthood is a time often perceived as the prime stage of life when one is free from both the chains of adolescence and the stigmas that come with more advanced age. During young adulthood, social-emotional development intertwines with that of identity, moral, and career in dynamic ways that portend one's future attitudes and lifestyle. It is a period of responsibility for choices and lifestyle practices, where students are exposed to the challenges of young adulthood and also tackle the mental and social issues of students' life.

Emotion is a state of special readiness for emergency action. It involves a change in the activity of the organs of circulation digestion and so on. It also involves a change in mental activity and often, a change in voluntary activity. All of this the change of activity within the brain, the change in involuntary activity, or the effect on our organs; and the change involuntary activity constitute emotion. Emotion has many values in our life. It gives us extra power in physical emergencies. It provided a drive, a forcing in to action that is often very worthwhile. Emotion gives quality and color to our living moreover, mild present emotion seems to be good for us physically.

In general, the term 'emotion' is used to designate 'a state of consciousness having to do with the arousal of feeling (Webster's New World Dictionary)'. It is 'distinguished from other mental states, from condition, volition, and awareness of physical sensation'. Emotion is the complex psychological experience of an individual's state of mind as interacting with biochemical (internal) and environment (external) influences. In human emotion fundamentally involves psychological arousal, expressive behavior and conscious experience. Emotion is associated with mood, temperament, personality and disposition and motivation.

Maturity is a psychological term used to indicate how a person responds to the circumstances or environment in an appropriate manner. This response is generally learned rather than instinctive, and is not determined by one's age. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act appropriately, according to the situation and the

culture of the society one lives in. While older persons are generally perceived as more mature, psychological maturity is not determined by one's age. Maturity is the stage attained by the process of growth and development and body change resulting from heredity rather than learning. The term maturity is used to describe behavioral or physical changes which occur as a direct result of genetic action and which emerges as the human grows older.

Emotional maturity refers to the ability to understand, and manage emotions. Emotional maturity is when someone can manage their emotions no matter their circumstances. They know how to respond to tough situations and still keep their cool. It helps to create a healthy individual and social life. Emotional maturity should be regarded as relative, not final or absolute. The process of maturity emotionally is never complete, for a person in fairly good health mentally continues to grow more "mauler" in his attitude toward life and toward himself as long as he lives. In psychological writings the definition of maturity essentially involves emotional control has been a prominent feature in some definitions. According to this view, the emotionally mature person is able to keep a lid on his feeling. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swings in mood. He is not volatile. When he does express emotion he does so with moderation, decently, and in good order. He is not carried away by his feeling. He has considerable tolerance for frustration, and so on.

According to Jersild (1963), 'Emotional maturity means the degree to which a 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 (1974), '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 thought, his emotional attitude and his overt behaviour'.

According to 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 intra-personally.

According to Cole, “The most outstanding make of emotional maturity is the ability to bear tension. Besides, an emotionally matured person persists in the capacity for fun and recreation. He enjoys both play and responsible activities and keeps them in proper balance.”

According to Fred Mc. Kinney, “The characteristics of an emotionally matured person are heterosexuality, appreciation of attitude and behavior of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses”.

According to R.S. Woodworth defined emotions, “As a moved or a stirred up state of an individual. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity – that is the way it appears to an external observer.”

According to Murray (2003) defines “emotional maturity as an individual’s emotional development in directing and controlling strong emotions so that they can be accepted by themselves and others”. An emotional mature person has the following characteristics:

- The ability to give and receive love
- The ability to face reality and deal with it
- Just as interested in giving as receiving
- The capacity to relate positively to life experiences
- The ability to learn from experience
- The ability to accept frustration
- The ability to handle hostility constructively
- Relative freedom from tension symptoms.

L.S. Hollingworth (1928) mentions some characteristics of emotionally mature person in the following points:

- He is acceptable of responding in gradation of degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blows off, he does not blow up.
- He is also able to delay his responses as controlled with the impulsiveness of young child.
- Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him.

According to Kapri & Rani (2014) defines “emotional maturity as the ability to control emotions before the emotions control someone. Emotional maturity can be seen from how someone responds to situations, controls his or her own emotions and uses adult ways in dealing with others.”

According to Walgito (2000) defines emotional maturity is “the ability to control emotions, think well and see problems objectively.”

Taking these factors into consideration, author Mr.Yashvir Singh and Dr. Mahesh Bhargava prepared a list of Five broad Factors of emotional maturity which is given below:

Five factors of emotional maturity are

1. **Emotional stability** – Its refers to the characteristics of a person that does not Allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is require of him in any given situation. Contrary to it, emotional instability is a tendency quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness, temper tantrums, lack of capacity to dispose of problems and seek help for one's day to day problems.
2. **Emotional Progression** – Emotional progression is the characteristic of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment. Whereas emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility aggressiveness and self-centeredness.

3. **Social Adjustment** - Social Adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with environment. Therefore, it may be described as a person's harmonious relationship with his social world. Whereas socially maladjusted person shows lack of social adaptability should hatred seclusive but boasting, liar and shirker.
4. **Personality Integration** - Personality Integration is the process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious. Coactions and de-escalation of the inner conflict in the undaunted expression of behaviour, whereas disintegrated personality includes all those symptoms, like reaction, phobias formation, rationalization, pessimism, immorality etc. Such a person suffers from interiorities and hence reacts environment through aggressiveness, destruction and has distorted sense of reality
5. **Independence** - Independence is the capacity of a person's attitudinal tendency to do self reliant or of resistance to control by others, where he can take his decisions by his own judgments based or facts by utilizing his intellectual and creative potentialities. He would never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions, whereas a depended person shows parasitic dependence on other is egotic and lacks 'objective interests'. People think of him an unreliable person.

Factors defining Emotional Maturity

Emotional maturity is not something that is automatically given to someone when they turn 18. Emotional maturity is something that we must develop in our lives by knowing how to respond to situations in a mature and responsible manner. Following are factors that define emotional maturity are:

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. The egocentricity of immaturity will allow the acceptance of love, but fails to recognize the needs of others to receive love. They'll take it, but they won't give it.”

The Ability to Face Reality and Deal with it: “The immature avoid facing reality. 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.”

The Capacity to Relate Positively to Life Experiences: “A mature person views life experiences as learning experiences. Immature people do not learn from experience, whether the experience is positive or negative. They act as if there is no relationship between how they act and the consequences that occur to them. They view good or bad experiences as being caused by luck, or fate.”

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.”

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 an energy source and, when frustrated, redoubles his efforts to find solutions to his problems.”

Ability to Relate Well With Others: “This is a big world, and we need to get along with others – even those that are different from us or have beliefs that differ from ours. We must learn to forgive others (and ourselves). Instead of looking at people with a critical eye, look for the good inside them.”

Willingness to be Honest with Ourselves: “We must be willing to do a self appraisal of who we are and what we want from our life. Chances are that there are areas in your life that could use improvement. None of us is perfect. Sometimes change starts from within – and when you change, the world around you starts to change with you. We don't have to be in control of

everything in our life – sometimes we have to put our faith in a belief that things are going to work out. Being honest with ourselves can lead us to understand that some things in our life just aren't worth worrying about.”

Emotional maturity is influenced by several factors and one factor is age. This is because age describes socio-emotional experiences and experiences in dealing with conflict. On the other hand, increasing age also increases psychological demands and stresses. This means that before reaching the age 25, a person is still considered unstable and easily influenced by external pressure.

Emotional maturity is therefore a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally. 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-term planning and is capable of delaying or revising his expectations 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.

Therefore, a person who is 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, continually involved in a struggle to gain healthy integration of feeling, thinking action.

SCOPE OF THE STUDY

As emotional maturity refers to the ability to understand, and manage emotions. . Emotional maturity is not something that necessarily grows with chronological age; we don't get more emotionally mature when we get older. Some adults are very emotionally immature and some have never matured. Therefore it is important that adults should have proper emotional development to rightly channelize their emotions. This study is a significant for young adults to them aware about the level of emotional maturity of their grown up youths. The study also brought to light about how gender and family type has affected in the emotional maturity of an

adult. Therefore need was felt to study the level of emotional maturity of young adults to their positive mental health and hence understanding their emotional maturity is vital.

RATIONALE OF THE STUDY

Emotional maturity is an important behaviour in a student's life as students are the pillars of the nation and future generation, so as the level of emotional maturity becomes very vital. As emotional maturity low an individual experiences an increased level of stress.

The aim of the present study "Emotional maturity among young adults" is to find the level of emotional maturity and different attributes among young adults.

OBJECTIVES OF THE SUDY

(a) Primary Objectives:

- To find the gender based differences in the emotional maturity.

(b) Secondary Objectives:

- To assess the level of emotional maturity among the selected sample.
- To find the difference between the level of emotional maturity among respondents with and without sibling.
- To assess the socio-demographic factors of the selected respondents.

Review of literature

II. REVIEW OF LITERATURE

A literature review is a piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. A literature review also includes a critical evaluation of the material; this is why it is called a literature review rather than a literature report. It documents the state of the art with respect to the subject or topic you are writing about. A literature review shows readers that they have an in-depth grasp of the subject; and that we understand where our own research fits into and adds to an existing body of agreed knowledge. In writing the literature review, our purpose is to convey reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. It is not just a descriptive list of the material available, or a set of summaries.

Fink (2016) stated that “A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.”

Aveyard (2010) stated that A *literature review* is a "comprehensive study and interpretation of literature that addresses a specific topic".

University of Toronto (2001) stated that “A literature is an account of what has been already established or published on a particular research topic by accepted scholars and research.”

Ana (2000) stated that “A literature review is a body of text that aims to review the critical points of knowledge on a particular topic of research.”

A true researcher seeks knowledge and information from all over the world irrespective of the language, country, color or caste. After knowing what has already been achieved in the particular area all over the globe, he should formulate his new and true concepts and ideas so that it will facilitate further search and be beneficial to all seekers of knowledge.

PURPOSE OF LITERATURE REVIEW

- Provide foundation of knowledge on topic
- Identify areas of prior scholarship to prevent duplication and give credit to other researchers
- Identify inconsistencies: gaps in research, conflicts in previous studies, open questions left from other research
- Identify need for additional research (justifying your research)
- Identify the relationship of works in context of its contribution to the topic and to other works
- Place your own research within the context of existing literature making a case for why further study is needed.

IMPORTANCE OF REVIEW OF LITERATURE

- Provides the interpretation of existing literature in light of updated developments in the field to help in establishing the consistency in knowledge and relevancy of existing materials
- It helps in calculating the impact of the latest information in the field by mapping their progress of knowledge.
- It brings out the dialects of contradictions between various thoughts within the field to establish facts
- The research gaps scrutinized initially are further explored to establish the latest facts of theories to add value to the field
- Indicates the current research place in the schema of a particular field
- Provides information for relevancy and coherency to check the research
- Apart from elucidating the continuance of knowledge, it also points out areas that require further investigation and thus aid as a starting point of any future research
- Justifies the research and sets up the research question

- Sets up a theoretical framework comprising the concepts and theories of the research upon which its success can be judged
- Helps to adopt a more appropriate methodology for the research by examining the strengths and weaknesses of existing research in the same field
- Increases the significance of the results by comparing it with the existing literature
- Helps to get the due credit from the audience for having done the fact-finding and fact-checking mission in the scientific manuscripts
- The more the reference of relevant sources of it could increase more of its trustworthiness with the readers
- Helps to evaluate, condense and synthesize gist in the author's own words to sharpen the research focus
- Helps to collect data accurately for allowing any new methodology of research than the existing ones

The investigator reviewed as many studies as possible that are related to the different of aspects of emotional maturity. The relevant literature of the study on “Emotional maturity among young adults” was reviewed and given below::

Abdul Rahim (2020) A study on the emotional maturity of post graduate students. The present study attempts to study the emotional maturity of the post graduate students, who are generally considered as adults with some maturity. The finding revealed that there is a significance difference between M.Ed. and non M.Ed. post graduate students in relation to emotional maturity and there is no significance difference in emotional maturity of post graduate students belonging to Kurnool and other districts.

Bharath A. et.al (2020) Influence of marital status on emotional maturity among female young adults. The present study compares the emotional maturity of Married working and Non-working female young adults. 30 married working and 30 married non-working female participants total 60 females (30-married working females & 30 nonworking female) questionnaire were included in the study used to assess emotional maturity. The result indicates the working females significantly differ on Emotional maturity score as compared to non-

working females, working females have shown better Emotional Maturity compared to non-working female young adults. The result indicates the working females significantly differ on Emotional maturity score as compared to non-working females, working females have shown better Emotional Maturity compared to non-working female young adults.

Deka Switymala(2020) A study on the impact of parental behavior on emotional maturity and general wellbeing of young adults. The main purpose of the present research study is to explore the relationship of Parental Behavior with Emotional Maturity and General Wellbeing of Young Adults. It is a cross sectional research aimed at exploring various dimensions of parenting in relation to male and female. In this study the participants are required to mark their responses in the self report inventories based on their experiences of parental behavior until they were twelve years of age. The researcher focused in understanding the behavior of a parent and its influence on the emotional maturity and general wellbeing of a person in the later stages of life. The data is analyzed to understand the correlation between parental behavior, emotional maturity and general wellbeing.

Deepa Jangra (2020) Gender differences in emotional maturity among early adults. The present study attempts to study the role of emotional maturity on gender among early adults. The sample consisted of 100 participants aged 18-22. The results indicated that there were significant gender differences among early adults in emotional maturity on the dimensions of emotional stability, social maladjustment, personality disintegration and lack of independence, however, no differences were found on the dimension of emotional regression.

Karenina Graceilia Herwandha et.al (2021) Attachment and Age as Predictors of the Emotional Maturity of University Students. This study aims to determine the impact of chronological age and attachment (parent and peer) on the emotional maturity of university students. This research uses over 300 students. The results show that there is a chronological age impact on the emotional maturity.

Kiran Babu Nc (2020) Loneliness, Perceived Stress on Emotional Maturity among young Adults: A Mediation Analysis. The present study was an attempt to find the relationship

between emotional maturity, perceived stress and loneliness among 18- 25 years old young adults. The total sample of the study consisted of 200 young adults from Chennai, Bangalore Kottayam and Aluva. The results revealed an impact of perceived stress and loneliness on emotional maturity. The researcher attempted to bring awareness into the lives of individuals with low emotional maturity and at risk individuals to procure psychological well-being.

Monalisha Majumder (2020) A study on emotional maturity and birth order. In this paper, an attempt has been made to study the effect of Birth Order i.e, the order in which a person is born into their family on the emotional maturity of the person. A sample of participants belonging to the age group of 18-64 years was taken for the study. Among them 10 samples, belonged to the first born category and 10 samples belonged to the last born category. From the study it has been found that the emotional maturity of first born is higher than the emotional maturity of last born. The hypothesis that ‘There is no difference between the emotional maturity of first born and last born’ is not accepted as per the result found in the present study.

Saihlupuii (2020) A Study on Emotional Maturity and Self-esteem among College Students. The purpose of this research was to study the relationship between emotional maturity and self-esteem among college students with the age group of 18-22. The sample of the study comprised of 100 students 50 male and 50 female. The results showed that there is no significant difference between the two gender i.e male and female on the measures of emotional maturity and self-esteem.

Soni Kewalramani et.al (2020) Effect of Frustration Intolerance and Emotional Maturity on Internet Addiction among Young Adults. The present study focuses on the effect of frustration intolerance and emotional maturity on internet addiction among young adults. It was observed that both the frustration intolerance and emotional maturity have an effect on internet addiction. Further, this impact of both the variables on male and females and differences in their mean was observed through t-test.

Aleena Maria Sunny et.al (2018) Emotional Maturity Variation among College Students with Perceived Loneliness. The study intends to measure the emotional maturity variation between day scholars and hostellers who are affected by the feeling of perceived

loneliness, within 18-20 age group. The sample includes 60 hostellers and 60-day scholars consisting of 30 boys and 30 girls respectively under each group. Results revealed that there is no significant difference in emotional maturity between hostellers and day scholars. However, significant difference was found between emotional maturity of girls and boys.

Prabhjeet Singh Narula (2017) Relationship between Emotional Maturity and Social Competence in Young Adults. The main Purpose is to find the relationship between Emotional Maturity and Social Competence among Young male and Female Adults. Sample was collected from 80 adults (40 Males and 40 Females) age ranging 18-25years both employed and unemployed from Delhi. On a average, females were found to be highly emotionally mature as compared to the males at both the significance level of 0.05 and 0.1. Moreover, there was no difference in social competence level of working and non working adults as well as social competence level was found to be not dependent on gender.

Anjana Bhattacharjee(2016) Emotional Maturity among Young Adults. The present research is attempted to ascertain emotional maturity among young adults in relation to gender and their living status. The study was carried out among 200 young adults aged 21-23 years and they were selected purposively from different post graduate departments. Among them 100 were males and 100 were female students. Again out of 200 postgraduate students. So it has been concluded that that the male students are emotionally more mature than their female counterparts. However the findings did not reveal any significant difference between male and female day scholar students as well as male and female hosteller students with respect to their emotional maturity.

Kiran Lata Dangwal et.al (2016) Emotional Maturity of Internet Users. The purpose of this study was to investigate about the emotional maturity of internet users and to find out if there is any gender difference in their emotional maturity. Findings revealed that the young internet users are not emotionally mature. Results showed that there is significant gender difference in emotional stability, independence and total emotional maturity of internet users under study. Females who use emailing along with chatting are more emotionally stable in comparison to males.

S. Kalaiselvan et.al (2016) A Study on Emotional Maturity Among the Post Graduate Students. The purpose of the study is to analyze the socio economic condition and emotional maturity of the postgraduate students. The present study has 160 respondents and the major findings of the study revealed that 45.5 per cent of the respondents have moderate level of emotional maturity.

Suthar Hiral V (2017) A Study Of Adjustment Emotional Maturity And Self Concept Among College Students. The concern of present research was to investigate the effect of demographical variables like gender, stream and area of education stream on adjustment, emotional maturity and self-concept of college students. Total sample of present investigation of 320 college students with equal distribution of 160 rural students and 160 urban students were selected. Among 160 students 80 were boys and 80 were girls. Among 80 students 40 students were general stream and 40 students were science stream was randomly selected and tested.

Masaud Ansari (2015) Role of Emotional Maturity on the Stress among Undergraduate Students. An attempt was made to study impact of Emotional Maturity on stress among undergraduate students. The sample consisted of 150. The result revealed that, when emotional maturity increases stress decreases and when emotional maturity decreases stress increases.

Mukhtar Ahmad Wani et.al (2015) Emotional Maturity across Gender and Level of Education. The purpose of the present study is to identify the level of emotional maturity among university students and to find the significant differences in emotional maturity across gender and their level of education. A total sample of 100(50 male & 50 female) including Post Graduates and Research Scholars were selected. It was found that majority of post graduates and research scholars of the university are emotionally unstable and also females are better emotionally than males.

Brose, A. et.al (2013) Life contexts make a difference: Emotional stability in younger and older adults. This study investigated a contextual explanation for such age differences, relating affect variability and affective reactivity to age-group-specific life contexts. A sample of 101 younger and 103 older adults reported daily stressors and negative affect across 100 days.

Dalwinder Singh et.al (2012) Emotional maturity differentials among university students. The purpose of the study was to examine the 'emotional maturity' among university students. The investigators had selected two hundred (N = 200) male and female subjects. The results revealed significant differences on the sub-variable Social Maladjustment between male sportspersons and female sportspersons. However, no significant differences were found with regard to emotional instability, emotional regression, personality disintegration, lack of independence, 'emotional maturity'. The results with regard to male nonsportspersons and female non-sportspersons revealed significant differences on emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total).

Sharma et.al (2012) Adjustment and emotional maturity among first year college students. The present study compared college adjustment processes and emotional maturity between first and final year females students enrolled in different undergraduate course. Results indicated 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. The final year students were more socially adjusted and more integrated into the social fabric of the college.

K. Subbarayan et.al (2011) A Study on Emotional Maturity of College Students. The present study intends to measure the emotional maturity of college students. The result of the study shows that the emotional maturity of college students is extremely unstable.

Sheema Aleem (2005) Emotional Stability among College Youth. The present study has set the following objectives: 1. To find out the prevalence of emotional stability among male and female students. 2. To examine difference between the mean scores of male and female students on emotional stability. Emotional stability questionnaire was administered on 50 male and 50 female students of different colleges of New Delhi. Results shows that male students are found to be more emotionally stable than female students.

Methodology

III.METHODOLOGY

Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include the synthesis and analysis of previous research to the extent that it leads to new and creative outcomes. The main aim of the research is to find out the truth hidden. Methodology is the systematic, theoretical analysis of a methods applied to a field of the study. It comprises the theoretical analysis of body of method and principle associated with a branch of knowledge.

The methodology adopted for “Emotional maturity among young adults” consisted of following steps:

- A. Selection of the area
- B. Selection of the samples
- C. Selection of the tools
- D. Administration of the scale
- E. Conduct of the study
- F. Statically analysis and interpretation

A. SELECTION OF THE AREA

Coimbatore is the second largest city of Tamil Nadu state. The reasons for selecting this place as an area of the study were easily approachable and accessible. The study has focused on the emotional maturity of young adults in the age group of 19-24 years. The present study was conducted through online survey.

B. SELECTION OF THE SAMPLES

The term sampling means the selection of a part of group or an entirely with the sole aim of collecting complete information is used to determine the future of the entire population, is known as sampling.

Sampling is the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population.

Young adult's age ranges from 19-24 years were identified as sample of the study. A sample is a group whose respondents possess specific attributes that the researcher is interested in studying and the investigator felt these youth have those specific attributes for the present study because youth should be aware of their own emotional maturity.

A sample of 196 students from Coimbatore was randomly drawn for the present study. The inclusive criteria for the study other than age limits where the respondents should be young adults aged between 19-24 years and the respondents must be able to read, write and comprehend English and willing to participate.

Ethical clearance

As a matter of ethics the students were informed about the research through a simple written consent form. The sample was thus allowed to make a voluntary participation in the study. The application form explaining the design and the protocols used in the research study was also subjected to Institutional Human Ethical Committees (IHEC) and was approved for the same with the approval member.

C. SELECTION OF THE TOOLS

A Google form is a tool that lets collection data from users via a personalized survey. The information is then collected and automatically associated with a spreadsheet. The spreadsheet is populated with survey. The forms service has undertaken several updates over the years. New features includes, but are not restricted to, menu search, the shuffle of questions for randomized order, limiting responses to one per person, shorter URLs, custom themes, automatically generating answer suggestions when creating forms, and an "Upload file" option for users answering questions that require them to share content or files from their computer or Google drive.

1. Demographic information questionnaire

According to Kothari (2009), questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The investigator conducted a questionnaire to elicit the background information of the sample which consists of name, age, gender, no. of

siblings, annual income, father's education, mother's education, father's occupation, mother's occupation and area of living.

A general background information questionnaire was constructed to elicit adequate information on general and personal profile of post graduate students with special reference to their age, education etc.

2. Emotional maturity sale

Emotional maturity scale was developed by Dr. Yashvir Singh et.al to conduct the study. The scale has five domains Viz., 1. Emotional stability, 2. Emotional progression, 3. Social adjustment, 4. Personality integration and 5. Independence. This scale consist of 48 questions. This questionnaire tells us about the emotional maturity among young adults.

ADMINISTRATION OF THE SCALE

Simple and clear instructions were given to students to fill the Google form along with the link. Emotional maturity scale is a five point scale viz., 'very much', 'much', 'undecided', 'probably' and 'never'. The scale can be scored easily with reference to the scored obtained for each item separately. Each item has five alternative answers.

The value mark given for each choice is 5, 4, 3, 2 and 1. The value differs from question to question.

PRINCIPLE AND MECHANICS OF SCORING

The scoring of emotional maturity scale is very simple and easy. The scale can be scored easily with reference to scores obtained for each item separately. This scale consists of five domains:

I. Emotional stability: Emotional stability refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is required of him in any given situation.

II. **Emotional progression:** Emotional progression is the characteristic of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment.

III. **Social adjustment:** Social Adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with environment.

IV. **Personality integration:** Personality Integration is the process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious.

V. **Independence:** Independence is the capacity of a person's attitudinal tendency to do self reliant or of resistance to control by others, where he can take his decisions by his own judgments based or facts by utilizing his intellectual and creative potentialities.

There are 48 statements. Each statement has five alternative answers and subject has only to put right mark at any one out of to five alternatives. Scoring of these five alternatives follow a system of 5, 4, 3, 2, and 1. The addition of all scores obtained on each item would be the total of emotional maturity scores of the subject. Higher the score indicates emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence.

SCORES	INTERPRETATION (LEVEL OF MATURITY)
50-80	Extremely Emotionally Mature
81-88	Moderately Emotionally Mature
89-106	Emotionally Mature
107-240	Extremely Emotionally Immature

E. CONDUCT OF THE STUDY

The sample for the study was collected from Coimbatore through random sampling method. The young adults were from 19-24 years of age. Assurance was given to the respondents that the collected data will be kept confidential. Before conduct of the study, rapport has been developed through online mode and also their willingness was considered to participate in the

research without any hesitation. The respondents were informed to fill the socio-demographic profile as well as to choose the option given in the Google form questionnaire without omitting any statement.

F. STATISTICAL ANALYSIS AND INTERPRETATION

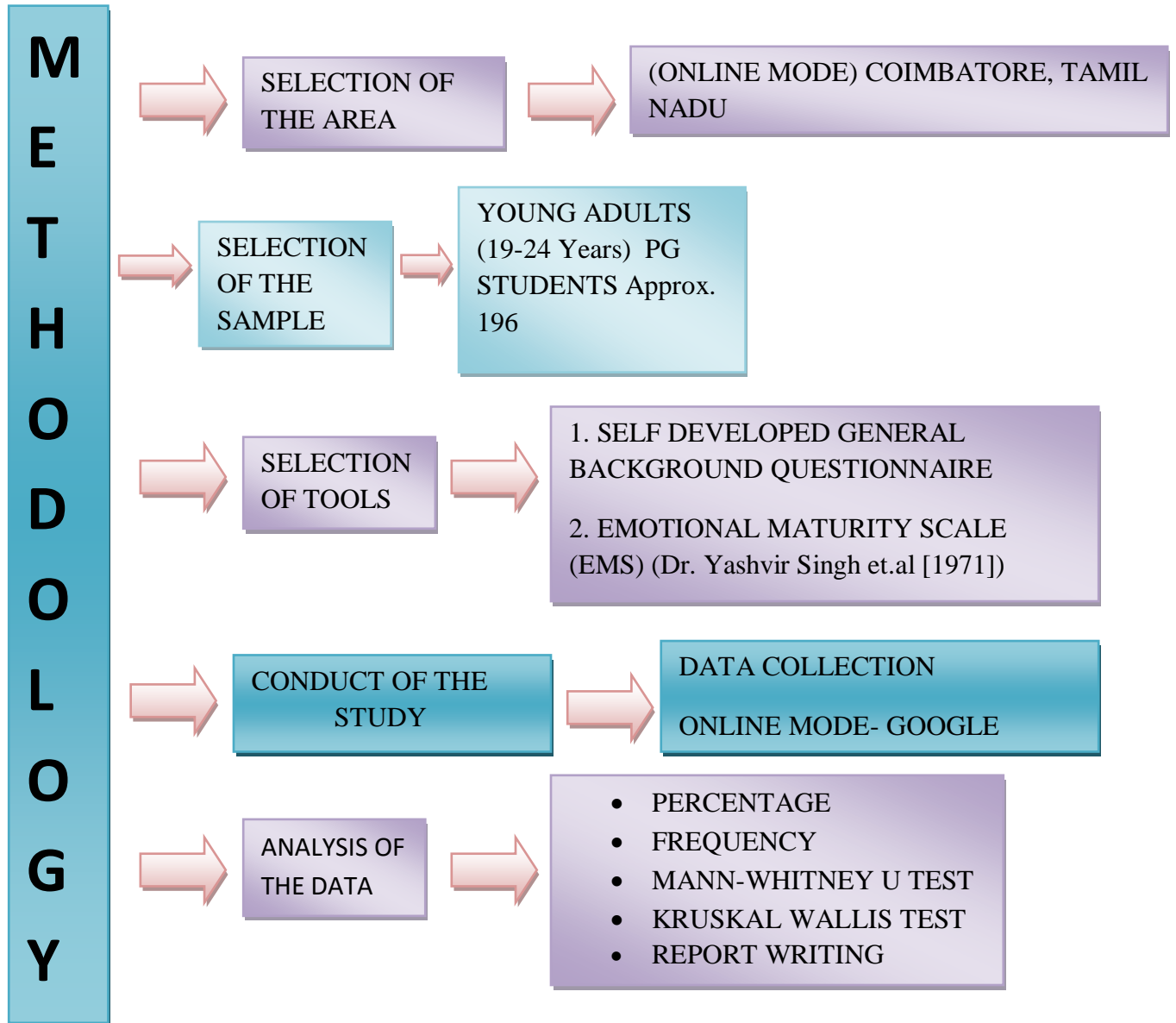
Data analysis is considered to be important step and heart of the research in research work. Analysis is a process enters into research in one form or the other, from the beginning in the selection of the problem, in the determination of methods and in interpreting and drawing conclusions from data gathered. Analysis of data means studying in organized material in order to discover inherent factors.

The collected information was consolidated, coded, scored and tabulated accordingly providing raw data which were made ready to analyze. The raw data which was entered into the MS excel were imported to SPSS software and analyzed statistically to yield the desired results. Frequency distribution count, percentage analysis, Mann-Whitney U Test and Kruskal- Wallis Test reveals the significance in the study.

1. **Frequency distribution count** and **percentage** analysis were used to provide summary information about the distribution, variability and central tendency of the variables.
2. In order to find out the influences of gender **Mann-Whitney U Test** was performed to analyze the two variables.
3. In order to find out the influence of age, no. of siblings, type of family, father's education, mother's education, father's occupation and other's occupation, **Kruskal-Wallis Test** was performed.

For all the statistics tests, the level of significance was tested at .05 and .01 level of significance.

RESEARCH DESIGN



Results and Discussion

IV.RESULT AND DISCUSSION

The results obtained on analysis of data of the present study on “**Emotional maturity among young adults**” are presented and discussed under the following headings:

I. Socio demographic profile of the respondents

II. Level of emotional maturity among young adults.

III. Association of selected socio demographic variable on domains of emotional maturity young adults:

IV. Difference of gender on emotional maturity among young adults

V. Difference among type of family on emotional maturity among young adults

I. Socio demographic profile of the respondents

Collecting of general profile of the selected respondents is an important factor in every research study. In this study, the general profile comprises of age, gender, number of siblings, type of family, father’s education, mother’s education, father’s occupation and mother’s occupation.

1. Background information of the selected respondents

For any study to be effective, background information is the first most steps that pave the base. Following table represents the background information of the respondents including age, gender, number of siblings, type of family, father’s education, mother’s education, father’s occupation and mother’s occupation.

Table I: GENERAL BACKGROUND INFORMATION OF THE SELECTED RESPONDENTS

SL.NO	VARIABLES	CLASSIFICATION	FREQUENCY	PERCENTAGE
1	Gender	Male	97	49.5
		Female	99	50.5
2	Age	21	25	12.8
		22	66	33.7
		23	65	33.2
		24	40	20.4
3	Number of siblings	0	33	16.8
		1	105	53.6
		More than 1	58	29.6
4	Type of Family	Nuclear	164	83.7
		Joint	32	16.3
5	Father's Education	Primary	21	10.7
		Matriculation	27	13.8
		Graduation	111	56.6
		Post graduation	37	18.9
6	Mother's education	Primary	27	13.8
		Matriculation	42	21.4
		Graduation	103	52.6
		Post graduation	24	12.2
7	Father's Occupation	Government	105	53.6
		Private	34	17.3
		Business	48	24.5
		Unemployed	9	4.6
8	Mother's Occupation	Government	26	13.3
		Private	22	11.2
		Business	18	9.2
		Homemaker	130	66.3
		Total	196	100

Table I shows the general background information of the selected respondents. Glancing at the given data for gender, male and female students were represented 49.5% and 50.5% in each category.

The respondents are found to be in the age of 21, 22, 23 and 24 years, in each category and each of them represent 12.8%, 33.7%, 33.2% and 20.4% respectively of the total sample. With regard to the number of siblings, 16.8% of the respondents have no siblings, 53.6% have 1 sibling and 29.6% of the respondents have more than 1 sibling. Glancing at the given data for family type it's found that majority of the respondents 164 i.e. 83.7% were from nuclear family, 32 respondents i.e. 16.3% are from joint family. The four categories of father's education i.e., primary, matriculation, graduation and post graduation represents 10.7%, 13.8%, 56.6%, 18.9% respectively. In the mother's education 13.8% have completed their primary level of education, 21.4% have completed matriculation, 52.6% have completed their graduation and 12.2% have completed their post graduation. With regards to the composition of father's occupation there are four categories i.e., government, private, business and unemployed representing 53.6%, 17.3%, 24.5% and 4.6% respectively. Whereas mother's occupation, it was found that 13.3% are government employee, 11.2% are employed privately, 9.2% has their own business and 66.3% are homemaker.

II. LEVEL OF EMOTIONAL MATURITY AMONG YOUNG ADULTS

The section deals with the level of emotional maturity of the respondents.

Table II: LEVEL OF EMOTIONAL MATURITY AMONG YOUNG ADULTS

Sl. No	Level	Frequency	Percentage
1	Extremely emotionally mature	3	1.5
2	Moderately emotionally mature	8	4.1
3	Emotionally immature	37	18.9
4	Extremely emotionally immature	148	75.5
	Total	196	100

Figure1: LEVEL OF EMOTIONAL MATURITY AMONG YOUNG ADULTS

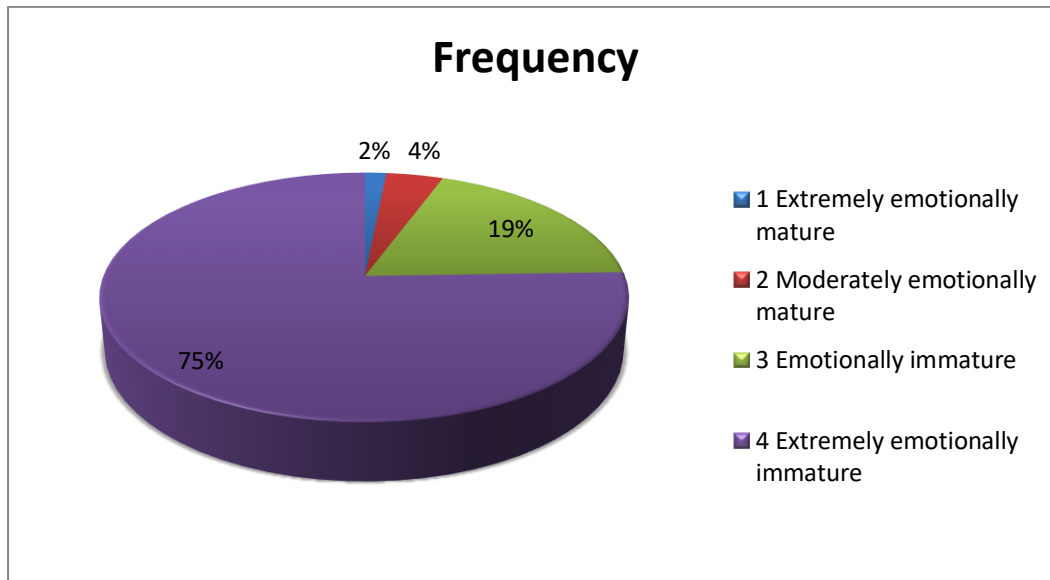


Table II and figure I shows the frequency of the level of emotional maturity among young adults. Glancing at the table, majority of the respondents representing 75.5% are under extremely emotionally immature, 18.9% are with emotionally immature, 4.1% are with moderately emotionally mature and 1.5% is under extremely emotionally mature.

III. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLE ON DOMAINS OF EMOTIONAL MATURITY AMONG YOUNG ADULT

This section deals with the tables that represent the influence of socio demographic variables on domains of emotional maturity such as:

- A. Emotional stability
- B. Emotional progression
- C. Social adjustment
- D. Personality integration
- E. Independence

A. INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON EMOTIONAL STABILITY AMONG YOUNG ADULTS

The section deals with the tables that represent the influence of selected socio demographic variable on emotional stability.

Table III: INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON EMOTIONAL STABILITY AMONG YOUNG ADULTS

Sl.No	Variables	Category	N	Mean Rank	Chi Sq (df)	P Value
1	Age	21	25	111.58	4.260 (3)	.235 ^{NS}
		22	66	91.85		
		23	65	93.47		
		24	40	109.48		
2	No. of siblings	0	33	91.27	.666 (2)	.717 ^{NS}
		1	105	99.30		
		More than 1	58	100.80		
3	Father's education	Primary	21	79.98	5.485 (3)	.140 ^{NS}
		Matriculation	27	103.39		
		Graduation	111	95.66		
		Post graduation	37	113.96		
4	Mother's education	Primary	27	76.02	6.588 (3)	.086 ^{NS}
		Matriculation	42	111.82		
		Graduation	103	98.98		
		Post graduation	24	98.42		
5	Father's occupation	Government	105	103.18	2.181 (3)	.536 ^{NS}
		Private	34	93.74		
		Business	48	90.15		
		Unemployed	9	106.50		
6	Mother's occupation	Government	26	109.00	2.944 (3)	.400 ^{NS}
		Private	22	83.32		
		Business	18	90.42		
		Homemaker	130	100.09		

*: Significant at 5% level **: Significant at 1% level NS: Not Significant

From the above table III, it is inferred from age that mean of 21, 22, 23 and 24 years respondents are 111.58, 91.85, 93.47 and 109.48 respectively. The p value (.235) shows that there doesn't exist any significance between age and emotional stability. Even though there is no significance between age and emotional stability, the mean rank shows that 21 years shows slightly higher mean score (111.58) than 24 years (109.48) followed by 23 and 24 years with mean rank of 93.47 and 91.85 indicating higher level of emotional instability in 21 years respondents.

From the number of siblings, the mean rank of young adults with no siblings is 91.27, 1 sibling is 99.30 and more than 1 is 100.80, more than 1 sibling shows higher mean rank than the other two categories but the variation in the mean rank does not show any significance between emotional stability and number of siblings of the respondents. But the mean rank indicates that young adults with more than 1 sibling show higher level of emotional instability in comparison to respondents with no siblings.

Tracing at the father's education, the mean rank of father's in primary, matriculation, graduation and post graduation are 79.98, 103.39, 95.66 and 113.96 respectively. Father's with post graduation shows higher mean rank than the other categories. But the mean rank does not show any significance between the emotional stability and father's education of the respondents. The mean rank indicates that father's of young adults who have completed their post graduation show higher level of emotional instability.

In mother's education, the mean ranks of the mother's in primary, matriculation, graduation and post graduation are 76.02, 111.82, 98.98 and 98.42 respectively. Mother's who have education in matriculation level show higher mean rank than the other categories. The mean rank does not show any significance between emotional stability and mother's education. However mother's who have completed their matriculation show higher level of emotional instability compared to mother's who have completed their primary, graduation and post graduation.

While looking at the father's occupation, the mean rank of father's employed in government sector is 103.18, private is 93.74, business is 90.15 and unemployed is 106.50. Even though unemployed father's show higher mean rank there is no significance between emotional stability and father's occupation of the respondents. But the mean rank indicates that father's of young adults who are unemployed show higher level of emotional instability.

With regards to mother's occupation, the mean rank of mother's employed in government sectors is 109.00, private is 83.32, business is 90.42 and homemaker is 100.09. The mother's employed in government sector show higher mean rank. Though the mean rank shows variation it does not have any significance between emotional stability and mother's occupation of the respondents. However the mean rank of mother's working in government sector indicates higher level of emotional instability compared to homemaker mother's of the respondents.

A study conducted by Mridula C. Jobson(2020) on "Emotional maturity among adolescents and its importance" found that factors such as age, gender of the participants, type of family and sibling had no association with emotional maturity of the participants.

2. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON EMOTIONAL PROGRESSION AMONG YOUNG ADULTS

The section deals with the tables that represent the influence of selected socio demographic variable on emotional progression.

Table IV: INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON EMOTIONAL PROGRESSION AMONG YOUNG ADULTS

Sl.No	Variables	Classification	N	Mean Rank	Chi Sq (df)	P Value
1	Age	21	25	98.80	.139 (3)	.987 ^{NS}
		22	66	96.42		
		23	65	99.71		
		24	40	99.78		
2	No. of siblings	0	33	98.12	3.114 (2)	.211 ^{NS}
		1	105	92.76		
		More than 1	58	109.10		
3	Father's education	Primary	21	70.55	9.948 (3)	.019*
		Matriculation	27	108.19		
		Graduation	111	95.45		
		Post graduation	37	116.45		
4	Mother's education	Primary	27	77.93	7.159	.067 ^{NS}
		Matriculation	42	114.46		
		Graduation	103	98.74		
		Post graduation	24	92.69		
5	Father's occupation	Government	105	99.38	.363 (3)	.948 ^{NS}
		Private	34	94.68		
		Business	48	97.80		
		Unemployed	9	106.39		
6	Mother's occupation	Government	26	95.83	.166 (3)	.983 ^{NS}
		Private	22	95.50		
		Business	18	98.33		
		Homemaker	130	99.57		

*: Significant at 5% level **: Significant at 1% level NS: Not Significant

From the above table IV in the variable age, 98.80% were in the age of 21 years, 96.42% in the age of 22 years, 99.71 were in 23 years and 99.78% were in the age of 24 years. The mean rank of 24 years is higher than others and there is no significance between emotional progression and

the age of the respondents. But the mean rank indicates that 24 years of young adults show higher level of emotional regression compared to other age groups.

With regards to number of siblings, the mean rank of young adults with no sibling is 98.12, one sibling is 92.76 and more than one is 109.10, where more than one sibling shows higher mean rank than the other two categories but the variation in the mean rank does not show any significance between emotional progression and number of siblings of the respondents. But the mean rank indicates that young adults who have more than one sibling show higher level of emotional regression.

As observed from father's education, the mean rank of father's in primary, matriculation, graduation and post graduation are 70.55, 108.19, 95.45 and 116.45 respectively. Father's who have completed their post graduation shows higher mean rank than the other categories. The mean rank shows significance at 5% level between the emotional progression and father's education of the respondents. However, father's who have completed their post graduation shows higher emotional regression compared to father's who have completed their primary, matriculation and graduation level.

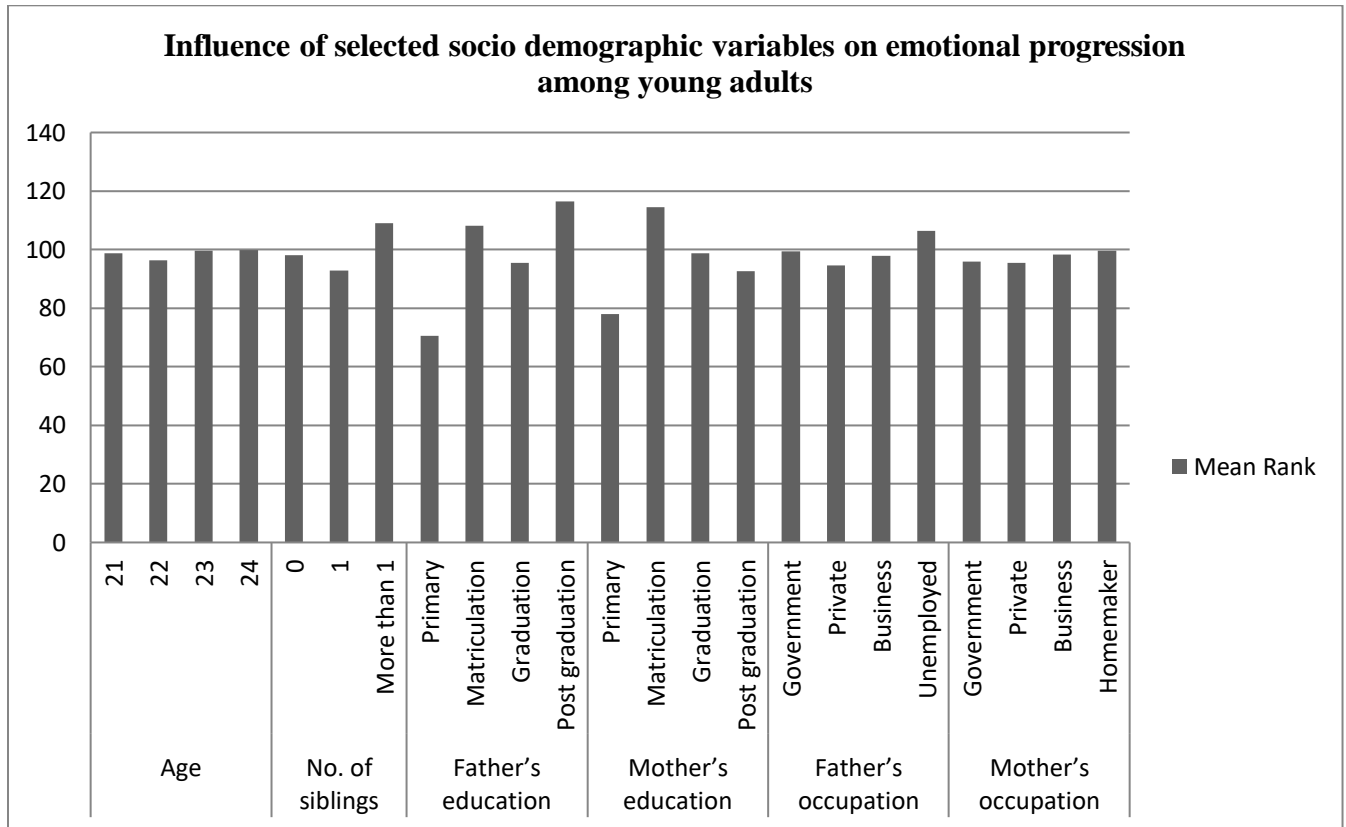
In mother's education, the mean ranks of the mother's in primary, matriculation, graduation and post graduation are 77.93, 114.46, 98.74 and 92.69 respectively. Mother's who have completed their matriculation level shows higher rank than the other categories. The mean rank does not show any significance between emotional progression and mother's education. But the mean rank indicates that mother's who have completed their matriculation level shows higher emotional regression.

While looking at the father's occupation, the mean rank of father's employed in government sector is 99.38, private is 94.68, business is 97.80 and unemployed are 106.50. Even though unemployed father's show higher mean rank there is no significance between emotional progression and father's occupation of the respondents. But the mean rank indicates that father's of young adults who are unemployed show higher emotional regression.

With regards to mother's occupation, the mean rank of mother's employed in government sectors is 95.83, private is 95.50, business is 98.33 and homemaker is 99.57. Mother's who are homemaker show higher mean rank. Though the mean rank shows variation it does not have any

significance between emotional progression and mother’s occupation of the respondents. But the mean rank indicates that mother’s of young adults who are homemaker show higher emotional regression.

Figure II: INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON EMOTIONAL PROGRESSION AMONG YOUNG ADULTS



3. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON SOCIAL ADJUSTMENT AMONG YOUNG ADULTS

This section deals with the tables that represent the influence of selected socio demographic variables on social adjustment.

Table V: INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON SOCIAL ADJUSTMENT AMONG YOUNG ADULTS

Sl.No	Variables	Classification	N	Mean Rank	Chi Sq (DF)	P Value
1	Age	21	25	114.52	5.901 (3)	.117 ^{NS}
		22	66	91.85		
		23	65	91.38		
		24	40	111.04		
2	No. of siblings	0	33	89.61	1.474 (2)	.479 ^{NS}
		1	105	97.98		
		More than 1	58	104.50		
3	Father's education	Primary	21	75.14	8.149 (3)	.043*
		Matriculation	27	82.81		
		Graduation	111	107.00		
		Post graduation	37	97.72		
4	Mother's education	Primary	27	84.61	2.739 (3)	.434 ^{NS}
		Matriculation	42	105.86		
		Graduation	103	97.50		
		Post graduation	24	105.56		
5	Father's occupation	Government	105	96.83	.566 (3)	.904 ^{NS}
		Private	34	103.79		
		Business	48	97.04		
		Unemployed	9	105.72		
6	Mother's occupation	Government	26	99.48	.035 (3)	.998 ^{NS}
		Private	22	97.89		
		Business	18	96.47		
		Homemaker	130	98.69		

*: Significant at 5% level **: Significant at 1% level NS: Not Significant

Glancing at the above table IV, the mean of 21, 22, 23 and 24 years respondents are 114.52, 91.85, 91.38 and 111.04 respectively. Where 21 years of young adults show higher mean rank compared to other categories indicating higher social maladjustments than other category and it does not exist any statistical significant between social adjustment and age of the respondents.

In case of number of siblings, the mean rank of young adults with no sibling is 89.61, one sibling is 97.98 and more than one is 104.50, more than one sibling shows higher mean rank than the

other two categories indicating higher social maladjustment than other category but the variation in the mean rank does not show any significance between social adjustment and number of siblings of the respondents.

With respect to father's education, the mean rank of father's in primary, matriculation, graduation and post graduation are 75.14, 82.81, 107.00 and 97.72 respectively. Father's who completed post graduation shows higher mean rank and indicates higher level of social maladjustment than the other categories. The mean rank shows significance at 5% level between the social adjustment and father's education of the respondents.

In mother's education, the mean ranks of the mother's in primary, matriculation, graduation and post graduation are 84.61, 105.86, 97.50 and 105.56 respectively. Mother's who have passed matriculation shows higher rank than the other categories and indicates higher social maladjustment. The mean rank does not show any significance between social adjustment and mother's education.

While looking at the father's occupation, the mean rank of father's employed in government sector is 96.83, private is 103.79, business is 97.04 and unemployed are 105.72. Even though unemployed father shows higher mean rank there is no significance between social adjustment and father's occupation of the respondents. But father's of young adults who are unemployed indicates higher social maladjustment compared to other categories.

With regards to mother's occupation, the mean rank of mother's employed in government sectors is 99.48, private is 97.89, business is 96.47 and homemaker is 98.69. Mother's employed in government sector shows higher mean rank and indicates higher social maladjustment compared to other categories. Though the mean rank shows variation it does not have any significance between social adjustment and mother's occupation of the respondents.

4. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON PERSONALITY INTEGRATION AMONG YOUNG ADULTS

This section deals with the tables that represent the influence of selected socio demographic variables of personality integration.

Table VI: INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON PERSONALITY INTEGRATION AMONG YOUNG ADULTS

Sl.No	Variables	Classification	N	Mean Rank	Chi Sq (df)	P Value
1	Age	21	25	103.90	2.555 (3)	.465 ^{NS}
		22	66	99.52		
		23	65	90.16		
		24	40	106.99		
2	Number of siblings	0	33	89.79	3.655 (2)	.161 ^{NS}
		1	105	94.83		
		More than 1	58	110.10		
3	Father's education	Primary	21	79.76	3.907 (3)	.272 ^{NS}
		Matriculation	27	89.52		
		Graduation	111	102.05		
		Post graduation	37	105.05		
4	Mother's education	Primary	27	84.20	3.370 (3)	.338 ^{NS}
		Matriculation	42	109.50		
		Graduation	103	97.34		
		Post graduation	24	100.29		
5	Father's occupation	Government	105	97.02	.966 (3)	.809 ^{NS}
		Private	34	103.90		
		Business	48	95.53		
		Unemployed	9	111.22		
6	Mother's occupation	Government	26	92.42	4.431 (3)	.219 ^{NS}
		Private	22	88.61		
		Business	18	78.78		
		Homemaker	130	104.12		

*: Significant at 5% level **: Significant at 1% level NS: Not Significant

In the above table V, the mean age of 21, 22, 23 and 24 years respondents are 103.90, 99.52, 90.16 and 106.99 respectively. However 24 years young adults show more mean rank and indicates higher personality disintegration compared to other categories and their does not exist any statistical significant between personality integration and age of the respondents.

From the number of siblings, the mean rank of young adults with no sibling is 89.79, one sibling is 94.83 and more than one is 110.10, more than one sibling shows higher mean rank than the other two categories but the variation in the mean rank does not show any significance between personality integration and number of siblings of the respondents. But the mean rank indicates that young adults who have more than one sibling shows higher personality disintegration.

Tracing at the father's education, the mean rank of father in primary, matriculation, graduation and post graduation are 79.76, 89.52, 102.05 and 105.05 respectively. Father's who has completed their post graduation shows higher mean rank and indicates higher personality disintegration than the other categories. The mean rank does not show any significance between the personality integration and father's education of the respondents.

Glancing at mother's education, the mean ranks of the mother's in primary, matriculation, graduation and post graduation are 84.20, 109.50, 97.34 and 100.29 respectively. Mother's who have completed their matriculation shows higher rank and indicates higher personality disintegration than the other categories. The mean rank does not show any significance between personality integration and mother's education.

In the aspect of father's occupation, the mean rank of father's employed in government sector is 97.02, private is 103.90, business is 95.53 and unemployed is 111.22, where unemployed father shows higher mean rank and there no significance between personality integration and father's occupation of the respondents. But higher personality disintegration is shown in father's of young adults who are unemployed.

While mother's occupation, the mean rank of mother's employed in government sectors is 92.42, private is 88.61, business is 78.78 and homemaker is 104.12. Mother's who are homemaker shows higher mean rank and higher personality disintegration compared to other categories. Though the mean rank shows variation it does not have any significance between personality integration and mother's occupation of the respondents.

5. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON INDEPENDENCE AMONG YOUNG ADULTS

This section deals with the tables that represent the influence of selected socio demographic variables on independence.

Table VII: INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON INDEPENDENCE AMONG YOUNG ADULTS

Sl.No	Variables	Classification	N	Mean Rank	Chi Sq (df)	P Value
1	Age	21	25	106.56	1.459 (3)	.692 ^{NS}
		22	66	92.36		
		23	65	99.45		
		24	40	102.05		
2	Number of siblings	0	33	91.44	5.620	.060 ^{NS}
		1	105	92.56		
		More than 1	58	113.27		
3	Father's education	Primary	21	86.29	2.736 (3)	.434 ^{NS}
		Matriculation	27	88.46		
		Graduation	111	103.59		
		Post graduation	37	97.50		
4	Mother's education	Primary	27	84.35	5.491 (3)	.139 ^{NS}
		Matriculation	42	112.95		
		Graduation	103	94.38		
		Post graduation	24	106.81		
5	Father's occupation	Government	105	99.06	2.026 (3)	.567 ^{NS}
		Private	34	104.35		
		Business	48	90.29		
		Unemployed	9	113.61		
6	Mother's occupation	Government	26	93.12	.416 (3)	.937 ^{NS}
		Private	22	98.89		
		Business	18	94.67		
		Homemaker	130	100.04		

*: Significant at 5% level **: Significant at 1% level NS: Not Significant

The above table VI, mean age of 21, 22, 23 and 24 years respondents are 106.56, 92.36, 99.45 and 102.05 respectively. However, 21 years young adults show more mean rank compared to other categories and it does not exist any statistical significant between independence and age of the respondents. But it indicates that young adults who are 21 years show lack of independence compared to other respondents.

In respect to number of siblings, the mean rank of young adults with no sibling is 91.44, one sibling is 92.56 and more than one is 113.27, more than one sibling shows higher mean rank and indicates lack of independence than the other two categories but the variation in the mean rank does not show any significance between independence and number of siblings of the respondents.

With respect to the father's education, the mean rank of father in primary, matriculation, graduation and post graduation are 86.29, 88.46, 103.59 and 97.50 respectively. Father's who have completed their graduation shows higher mean rank and indicating lack of independence than the other categories. The mean rank does not show any significance between the independence and father's education of the respondents.

Similarly, the results of mother's education, the mean ranks of the mother's in primary, matriculation, graduation and post graduation are 84.33, 112.95, 94.38 and 106.81 respectively. Mother's who have completed their matriculation shows higher mean rank than the other categories. The mean rank does not show any significance between independence and mother's education. But it indicates that mother's of young adult who have completed their matriculation level shows higher in lack of independence.

In the aspect of father's occupation, the mean rank of father's employed in government sector is 99.06, private is 104.35, business is 90.29 and unemployed is 113.61. Even though unemployed father shows higher mean rank there is no significance between independence and father's occupation of the respondents. But it indicates that father's who are unemployed show higher lack of independence.

With regards to mother's occupation, the mean rank of mother's employed in government sectors is 93.12, private is 98.89, business is 94.67 and homemaker is 100.04. Mother's who are homemaker shows higher mean rank and indicates higher in lack of independence. Though the

mean rank shows variation it does not have any significance between independence and mother's occupation of the respondents.

IV. DIFFERENCE OF GENDER ON EMOTIONAL MATURITY AMONG YOUNG ADULTS

This section deals with the tables that represent the difference of gender in emotional maturity.

Table VIII: DIFFERENCE OF GENDER ON EMOTIONAL MATURITY AMONG YOUNG ADULTS

Domains of emotional maturity	Category	N	Mean Rank	Z	P Value
Emotional Stability	Female	99	103.97	-1.366	.172 ^{NS}
	Male	97	92.92		
Emotional Progression	Female	99	105.46	-1.739	.082 ^{NS}
	Male	97	91.40		
Social Adjustment	Female	99	93.55	-4311.500	.216 ^{NS}
	Male	97	103.55		
Personality Integration	Female	99	99.17	-4735.500	.868 ^{NS}
	Male	97	97.82		
Independence	Female	99	98.31	-4783.000	.963 ^{NS}
	Male	97	98.69		

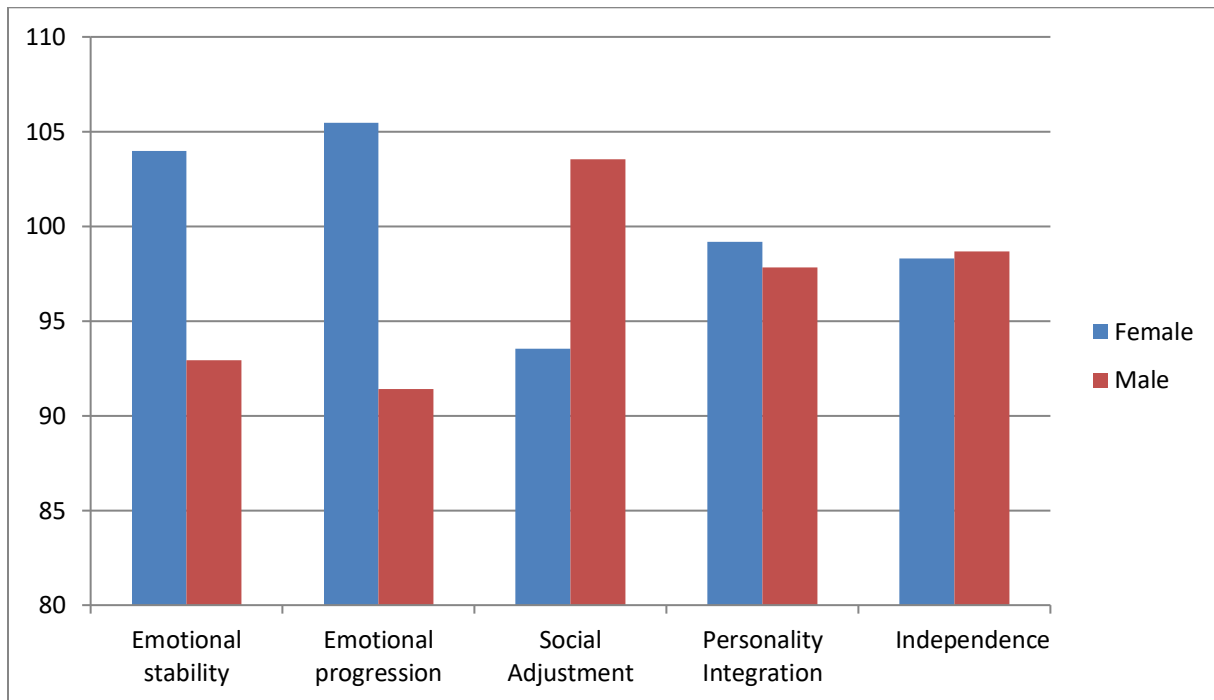
*: Significant at 5% level **: Significant at 1% level NS: Not Significant

The 'Mann-Whitney U test' was conducted to analyze the difference of gender on emotional stability, emotional progression, social adjustment, personality integration and independence on emotional maturity of young adults by comparing the mean scores (Table VIII).

The mean scores of male and female respondents are very similar with slight differences in, emotional stability, emotional progression, social adjustment, personality integration and independence. However, no statistical significance was noted between the gender wise scores.

A study conducted by Palak Malhotra (2017) on “Emotional maturity, gender and self esteem for under graduate students” found that gender is not a significant variable for emotional maturity among young adults which supports the findings of the present study.

Figure III: DIFFERENCE OF GENDER ON EMOTIONAL MATURITY AMONG YOUNG ADULTS



V. DIFFERENCE OF TYPE OF FAMILY ON EMOTIONAL MATURITY AMONG YOUNG ADULTS

This section deals with the tables that represent the type of family on emotional maturity among young adults.

Table IX: DIFFERENCE OF TYPE OF FAMILY ON EMOTIONAL MATURITY AMONG YOUNG ADULTS

Domains of emotional maturity	Category	N	Mean Rank	Z	P Value
Emotional Stability	Nuclear	166	100.39	-1.098	.272 ^{NS}
	Joint	30	88.05		
Emotional Progression	Nuclear	166	102.45	-2.299	.022*
	Joint	30	76.63		
Social Adjustment	Nuclear	166	100.25	-1.019	.308 ^{NS}
	Joint	30	88.80		
Personality Integration	Nuclear	166	100.54	-1.187	.235 ^{NS}
	Joint	30	87.20		
Independence	Nuclear	166	99.33	-.482	.630 ^{NS}
	Joint	30	93.92		

*: Significant at 5% level **: Significant at 1% level NS: Not Significant

The ‘Mann-Whitney U test’ was conducted to analyze the differences in type of family on emotional stability, emotional progression, social adjustment, personality integration and independence on emotional maturity among young adults by comparing the mean scores (Table IX).

With regards to type of family, the ‘Z- value’ and ‘P- value’ of emotional progression (-2.299 and .022) is found to be significant at 5% level among young adults indicating that there is a relation between type of family and emotional progression. The mean score between nuclear and joint family differ significantly which is (102.45 and 76.63) respectively which indicates that respondents from nuclear family has higher emotional progression than respondents from joint family.

Type of family was not statistically significant in emotional stability, social adjustment, personality integration and independence. But the mean score of overall respondents from nuclear family show higher mean score than respondents from joint family. Indicating respondents from nuclear family, they are emotionally unstable, socially delay, have personality segregation and are dependent.

A study conducted by Chanda Rawat and Ritu Singh (2015) found in their study that adolescents from joint family background were significantly better on emotional progression, social adjustment, personality integration, and independent components of emotional maturity than those living in nuclear family.

Summary and Conclusion

V.SUMMARY AND CONCLUSION

The current study was meant to find out the “**Emotional maturity among young adults**”. Emotional maturity refers to the ability to understand and manage emotions. It is when a person can manage their emotions no matter what their circumstances. Emotional maturity is not something that necessarily grows with chronological age, some adults are very emotionally immature and some are comparatively less matured. Therefore it is important that adults should have proper emotional development to rightly channelize their emotions. This study is significant for young adults as well as families to make them aware about the level of emotional maturity of their grown up youths.

Therefore the investigator was interested to study the “Emotional maturity among young adults” with the following objectives:

- To find out gender based difference in the emotional maturity.
- To assess the level of emotional maturity among the selected sample.
- To find the difference between the level of emotional maturity among respondents with and without siblings.
- To assess the socio-demographic factors of the selected respondents.

An exploratory study design was adopted to carry out the research and achieved the objectives. A total sample of 196 respondents of young adults, Coimbatore district, Tamil Nadu was selected through random sampling method. The tools constructed to secure the adequate information from the sample were:

- i) Questionnaire to elicit background information.
- ii) Emotional maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2005).

The study was conducted and a preliminary data was collected from 196 students using the tools. The collected data was consolidated and analyzed using various statistical tools such as frequency distribution, percentage analysis, Mann-Whitney U test and Kruskal Walis test to achieve the desired results in accordance with the set objectives. The key finding of the present study were discussed under the following subheads:

- A. Socio demographic profile of the respondents
- B. Level of emotional maturity among young adults.
- C. Association of selected socio demographic variable on domains of emotional maturity young adults.
- D. Difference of gender on emotional maturity among young adults
- E. Difference among type of family on emotional maturity among young adults

A. Socio demographic profile of the respondents

- ❖ The respondents were both male and female, where male constituted 49.5% and female percentage is more than male by 50.5%.
- ❖ The young adults were divided into four age groups 21,22,23 and 24 years were majority of students were between the age group of 22 and 23 years with percentage of 33.7% and 33.2%. And the least number of respondents were from 24 and 21 years with 20.4% and 12.8%.
- ❖ Majority of the respondents have 1 sibling (53.6%) followed by 29.6% with more than 1 sibling and the remaining have no sibling with 16.8%.
- ❖ From the total respondents more than half of the family are nuclear family with 83.7%, and the remaining respondents 16.3% were from joint family.
- ❖ In regards with father's educational status of respondents, father's who have completed their graduation is more by 56.6% compared to other categories of primary, matriculation and post graduation by 10.7%, 13.8% and 18.9% respectively.
- ❖ Similarly mother's who have completed their graduation (52.6) are majority compared to primary (13.8%), matriculation (21.4%) and post graduation (12.2%) of the respondents.
- ❖ Majority of the respondents' father were reported as government employee (53.6%) respectively. It was followed by father's doing business (24.5%), private (17.3%) and the least number of the respondents father's reported unemployed (4.6%).
- ❖ Majority of the mother's of respondents were homemaker (66.3%).

B. Level of emotional maturity among young adults

Majority of the young adults are extremely emotionally immature with 75.5% followed by emotionally immature respondents with 18.9% respectively. The remaining respondents are extremely emotionally mature with 1.5% and moderately emotionally mature with 4.1%.

C. Association of selected socio demographic variable on domains of emotional maturity young adults.

- ❖ The Kruskal Wallis test is done to find out the statistical difference between two or more groups of an independent variable. The P value of each variable i.e., age, number of siblings, father's education, mother's education, father's occupation and mother's occupation are not significant with emotional stability of the respondents.
- ❖ The Emotional progression of young adults has significance only with father's education with p value of .019 which shows 5% significance. Others variables like age, number of siblings, type of family, father's education, mother's education, father's occupation and mother's occupation does not show any significance.
- ❖ Similarly in social adjustment of young adults, father's education has significance of 5% with the p value of .043 and others variables i.e., age, number of siblings, father's education, mother's education, father's occupation and mother's occupation does not show statistical significance.
- ❖ The p value of the respondents did not show any significance in personality integration among young adults.
- ❖ The p value of the respondents did not show any significance in Independence among young adults.

D. Difference of gender on emotional maturity among young adults

The p value of emotional stability (.172), emotional progression (.082), social adjustment (.216), personality integration (.868) and independence (.963) clearly shows that there is no significant difference between the domains of emotional maturity with reference to their gender.

E. Difference among type of family on emotional maturity among young adults

Out of all the domain emotional progression with the p value of .022 is found to be significant in association with type of family of the respondents.

LIMITATION OF THE STUDY

- ❖ The researcher was not able to collect a quantitative number of respondents due to time constraints.
- ❖ The study couldn't focus on the influence of other variables like economic factor.
- ❖ Due to the limited sample size, the findings of the current study would not be able to generalize to the population.

RECOMMENDATION FOR FUTURE STUDIES

- ❖ It can be conducted on a more appropriate sample size.
- ❖ Research may be extended to larger geographical area as well as other sections society.
- ❖ Parent-child relationship and emotional maturity amongst them can also be studied.

CONCLUSION

On the basis of the previous finding, it is concluded that gender of the respondents did not show any significant difference with emotional maturity.

The results indicate that father's education has an impact on the respondent's emotional progression and social adjustment. Since the father is highly educated it can be assumed that the father had taught his children how to progress emotionally and adjust themselves socially. However no significance were observed with regard to emotional stability, personality integration and independence on age, number of siblings, father's education, mother's education, father's occupation and mother's occupation.

From the study, it was observed that female and nuclear family of the respondents has higher emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. Similarly, significant difference between emotional progressions with reference to their type of family was observed as the respondents belonging to nuclear family reported higher mean rank as compared to the respondents belonging to joint family. However

from the study we can conclude that majority of the young adults are extremely emotionally immature.

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Annexure

QUESTIONNAIRE

GENERAL BACKGROUND INFORMATION

Please fill in the following entries:

Name of the child:

Age:

Date of birth:

Gender:

Education:

No. of siblings:

Family type: Nuclear **Joint**

Father's education:

Primary **Matriculation**

Graduate **Postgraduate**

Mother's education:

Primary **Matriculation**

Graduate **Postgraduate**

Father's occupation:

Government **Private** **Unemployed**

Mother's occupation:

Government **Private** **Unemployed**

EMOTIONAL MATURITY SCALE

EMS-SB

Dr. Yashvir Singh Retired

Head

Department of Psychology

St. John's College

AGRA

and

Dr. Mahesh Bhargava

Chairman

Harprasad Institute of Behavioural Studies

AGRA

EMOTIONAL MATURITY SCALE

Instructions: In the following pages are given forty-eight statements about yourself. Five possible modes of responses, are provided, such as Very much; Much Undecided; Probably and Never. Read each statements carefully and mark tick in ANY ONE of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

5= V. Much

4= Much

3= Undecided

2= Probably

1= Never

SCORING TABLE

AREA	A	B	C	D	E	Total Score
SCORE	5	4	3	2	1	

Sl. No	STATEMENTS	RESPONSES					
		Very much	Much	Un-decided	Probably	Never	Score
PART- A							
1	Are you involved in mental botherations?						
2	Do you get frightened about the coming situations?						
3	Do you stop in the middle of any work before reaching the goal?						
4	Do you take the help of other person/s to complete your personal work?						
5	Is there any difference between your desires and objectives?						
6	Do you feel within yourself that you are short-tempered?						
7	Do you feel that you are very stubborn?						
8	Do you feel jealous of other people?						
9	Do you get wild due to anger?						
10	Do you get lost in imagination and day dream?						
PART B							
11	If you fail to achieve your goal, do you feel Inferior?						
12	Do you experience a sense of discomfort and lack of peace of mind?						
13	Do you teasing against the others?						
14	Do you try to put the blame on others for your lapses?						

15	When you do not agree with others, do you start quarrelling with them?						
16	Do you feel yourself as exhausted?						
17	Is your behaviour more aggressive than your friends and others?						
18	Do you get lost in the world of imaginations?						
19	Do you feel that you are self-centered?						
20	Do you feel that you are dissatisfied with yourself?						

PART- C

21	Do you have a strained companionship with your friends and colleagues?						
22	Do you hate others?						
23	Do you praise yourself?						
24	Do you avoid joining in social gatherings?						
25	Do you spend much of your time for your own sake?						
26	Do you lie?						
27	Do you bluff?						
28	Do you like very much to be alone?						
29	Are you proud by nature?						
30	Do you shirk from work?						

PART- D

31	Even though you know some work, do you pretend as if you do not know it?						
----	--	--	--	--	--	--	--

32	Even if you do not know about some Work, do you pose as if you know it?						
33	Having known that you are at fault, instead of accepting it, do you try to establish that you are right?						
34	Do you suffer from any kind of fear?						
35	Do you lose your mental balance (poise)?						
36	Are you in the habit of stealing of anything?						
37	Do you indulge freely without bothering about moral codes of conduct?						
38	Are you pessimistic towards life?						
39	Do you have a weak will? (Self-will of determination).						
40	Are you Intolerant about the views of others?						
PART-E							
41	Do people consider you as undependable?						
42	Do people disagree with your views?						
43	Would you like to be a follower?						
44	Do you disagree with the opinions of your group?						
45	Do people think of you as an irresponsible person?						
46	Don't you evince interest in other's work?						
47	Do people hesitate to take your help						

	in any work?						
48	Do you give more importance to your work than other's work?						

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
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Dr. A. R. Sudamani Ramasamy
Dr. G. Victoria Naomi
Dr. Judith Justin
Dr. Anitha Subash

26th February 2022

To
Ms. M. Tiana Lemtor
Department of Human Development
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear M. Tiana Lemtor,

Ref: Your proposal No. IHEC/21-22/HD-20 entitled
“Emotional Maturity among Young Adults” submitted for approval
of IHEC on 23.11.2021.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/21-22/
HD-20 entitled “Emotional Maturity among Young Adults”
submitted by you. The Approval number for the same is
AUW/IHEC/HD-21-22/XPD-20.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr. S. Uma Mageshwari
Member Secretary

