

## A Study of Emotional Maturity of Tribal and Non-Tribal Pre-adolescents in Melghat Region

Mr. Aashish O. Khule<sup>[1]</sup>

### **Abstract:**

*The tahsil of Chikhaldhara and Dharni in Amravati District from Maharashtra is known as the part of Melghat. It is the most primitive area where tribals are living. The aim of this study is to investigate the effect of gender, community culture and type of school on emotional maturity of tribal and non-tribal pre-adolescents in Melghat region. Present study sample comprised of 320 students. Their age range was 13 to 16 years. To assess emotional maturity, Emotional maturity scale, by Dr. Yashvir Singh and Dr. Mahesh Bhargava (Hindi version) was administered. After careful examination of data results indicate that gender played a significant role in emotional maturity, females performed significantly better than the males, non-tribal children were better than their tribal counterparts and type of school also played significant role, where students of private schools had better emotional maturity than students of government schools.*

### I. INTRODUCTION

Chikhaldhara and Dharnalukas in Amravati District of Maharashtra are popularly known as Melghat area. It is the most primitive area where Korkus are living. Apart from Korkus, Melghat also represents mixed combination of scheduled tribes which consist of Gonds, Nihals, Mongias, Balais, Vanjaris, Gaolies, etc. These are considered as a tribal community; apart from the tribal community Melghat population comprises non-tribal community also. This area is divided into tribal and non-tribal communities.

Adolescence is one of the crucial phase in the life span of human being, characterized by stress and storm, Hall as well as Erikson, identify the crisis. Basically period of adolescence can be classified into three parts; pre-adolescence (ages 13-16), middle adolescence (ages 16-18) and late adolescence (age 19). Preadolescence is most crucial period for youths. There are several psychological and physical differences between boys and girls become greater during pre-adolescence because of increase socialization pressures to conform to traditional masculine and feminine gender role (Lynch, 1991). Today gender discrimination is the major issue present in our society, the treatment given to the female child is much different than the nourishment given to a male child. To study the community culture, it is divided into two groups, first is tribal and another is non-tribal. Tribals are original dwellers living from unrecorded time. They are economically substandard, uneducated at times and are less exposed to the modern world. Even in twenty-first century, the traditional Indian society is hierarchically organized; each stratum of this hierarchy is defined by the caste of people that constitute it. While the development of pre-adolescent, schools play important role. In India, the schools run by the state government, differ in many respects from the private schools. Good schools impart education through well-trained teachers, use new teaching methods and teaching aids. Unfortunately, scarcity of these facilities is mostly found in the government schools. Ordinary or poor schools are generally lacks in these facilities (Shukla,

1993). These schools are facing lots of obstacles in day to day life.

### II. EMOTIONAL MATURITY

Emotional maturity is a psychological term used to indicate that a person responds to the situations or environment in a suitable manner. Maturity as defined by Finley (1996) is "the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner". According to Dosanjh (1960) "Emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency". Singh (1990) has reported that "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned". Chamberlain (1960) said that an 'emotionally matured' person is one whose emotional life is well under control.

Gender is a decisive factor in the adaptation of emotional maturity. Emotionally matured person express the emotion in the proper manner accepted by the society. Emotions are always influenced by gender differences. Society treats pre-adolescents as considering their gender, how to express the emotion in the social approved manner. For example, house work is reserved for the women and works outside of house are for the men. As girls spend more time with their family members than boys, so girls are more attach with the family. So naturally girls can express their emotions and understand others very well than their male counterparts. It seems that girls are more emotionally matured than boys (Boyd and Huffman, 1984; ChandanshiveAjit 2014).

Emotional development is likely to be affected by cultural contexts. Culture strongly affects the emotional maturity of

<sup>[1]</sup>Psychological Research Officer, Mobile- 09765748550, E-mail- aashishkhule@gmail.com

pre-adolescents, lots of emotional volatility is happens in this period. Multiple factors influence a child’s emotional expressivity, including innate differences, such as temperament (Kagan, 1994).Unhealthy cultural norms can affect the emotional maturity. In the low SES families, domestic violence is the routine for children. This affects the pre-adolescents emotional development. Also they do not have any liberty to express their views in front of parents and other respected people of the society. Sometimes pre-adolescents are right in their own side but only because of unhealthy social pressure they prove to be wrong. Such kind of situation happens in the deprived society and their cultural rules make emotionally unbalance to pre-adolescents, hence, such situations is a big obstacle for the healthy emotional development. Such kind of situation mostly found in deprived or tribal communities, whereas non-tribal communities are much conscious about their children emotional development. They always take care of each and every small need of their children. This kind of difference between two communities may reflect in their behaviour. Hence, it is clearly seen that pre-adolescents from non-tribal group are found to be more emotionally matured as compare to their tribal counterparts (Sinha Vinita Kumari, 2014).

School is one the most important foundation pillars on which the child’s personality develops. Surrounding of schools is the major aspect to develop the emotional development. Understanding the emotional maturity in the school arena is mostly depending on their teachers, schoolmates, environment, etc. in that case some schools identify their roles and provide the facilities to enhance emotional maturity of students. Generally, it is seen that private schools understand their responsibilities towards student’s development and they exhibit better performance to enhance student’s emotional maturity, but it is found that government schools provide fewer facilities than the private schools. Previous study also proved that students learning in government high school differ significantly from students learning in private school in emotional maturity. The mean value of private high school students is greater than the government high school students (Subramanian & Veliappan, 2013).

**III. AIM**

The main aim of the study is to investigate the effect of gender, community culture and type of school on emotional maturity of tribal and non-tribal pre-adolescents in Melghat region.

As a guideline for carrying out the research work following objectives were framed.

**IV. OBJECTIVES OF THE STUDY**

- To assess the emotional maturity of male and female pre-adolescents and find out whether they significantly differ from each other on the measures of emotional maturity.
- To measure the emotional maturity of the tribal and non-tribal pre-adolescents and find out whether they significantly differ from each other.
- To determine the emotional maturity of the students in

government schools and students in private schools and find out whether they significantly differ from each other.

Following hypotheses were framed and tested in the study. Assuming that the other factors are kept constant; it is hypothesized that:-

**V. HYPOTHESIS OF THE STUDY**

- Gender will play a significant role on the measure of emotional maturity. Female will be surpassing to the male in case of emotional maturity.
- Tribal and non-tribal pre-adolescents will differ significantly on the measure of emotional maturity. Non-tribal pre-adolescents will be more emotionally mature than their tribal counterparts.
- Type of schooling will play significant role on the measure of emotional maturity. Students in private schools will perform better than students in government schools on a certain measure of emotional maturity.

**VI. METHODOLOGY**

**Design of Study:**

A 2x2x2 factorial design was used. Gender, community culture and type of school were treated as independent variables and Emotional maturity was considered as dependent variable.

**Sample:**

As regarding to the aim, sample for the study, both tribal and non-tribal pre-adolescents were selected from various government and private schools in the Melghat region (from Dharni and Chikhaldara block of Amravati district). Their age range was 13 to 16 years. The effective sample was comprised of 320 subjects only (initially there were 337 subjects, after scrutiny of the responses 17 respondents were rejected).

**Tools:**

To assess emotional maturity, Emotional maturity scale, by Dr. Yashvir Singh and Dr. Mahesh Bhargava (Hindi version) was administered. The test comprised of 48 items. It measured Emotional stability, Emotional progression, Social adjustment, Personality Integration and Independence as dimensions of emotional maturity.

**Statistical Treatment of the Data:**

First, means and SDs were computed and then Three Way ANOVA was used. On the basis of the results of the study following conclusions were drawn.

**Interpretation and discussion:**

Emotional maturity of the subjects was measured with the help of standardized scale. After careful scoring of the test, Mean and Standard Deviation values for all 8 classified groups were computed. These values are depicted in the following table.

	A1B1C1	A1B1C2	A1B2C1	A1B2C2	A2B1C1	A2B1C2	A2B2C1	A2B2C2
M	115.3	113.2	119.75	103.85	107.32	84.55	99.05	80.57
SD	25.81	20.97	23.84	26.25	42.26	25.01	14.54	19.46

A1=Male                      A2=Female  
 B1=Tribal                    B2=Non-Tribal  
 C1=Governmentschool    C2=Private school

Careful examination of means and standard deviations reveals that there are sufficient large variations in the means obtained by 8 classified groups. On emotional maturity scale low score denotes better emotional maturity considering this criterion it is observed that group A2B2C2 exhibited relatively superior emotional maturity compared to the remaining 7 classified groups. This group obtained Means of 80.57 and Standard Deviation is 19.46. Among 8 classified groups the highest Mean value was obtained by group A1B2C1 (Mean=119.75, SD=23.84), whereas the difference between lowest and highest mean value is large so it seems that the group might differ sufficient each other on emotional maturity measure. There is a large variation in standard deviations of all the 8 classified groups. The group A2B2C1 obtained smallest SD value whereas in case of A2B1C1 is the highest. Highest SD value indicates more variations in test scores. However, only on the measure of Mean and Standard Deviations interference cannot be drawn. Considering these variations in the obtained Mean and Standard Deviation values the data were treated by three-way ANOVA, so as reveal more meaningful conclusions.

Hence, further the data of 8 classified groups were treated 3 way analysis (ANOVA), complete summery is given in the following table.

Source of variation	S.S.	df	M.S.	F
A	32441.51	1	32441.51	48.25**
B	1462.04	1	1462.04	2.17
C	17582.44	1	17582.44	26.15**
A x B	273.8	1	273.8	0.40
A x C	2691.2	1	2691.2	4.00*
B x C	446.51	1	446.51	0.66
A x B x C	1629.01	1	1629.01	2.42
WITHIN	209744.5	312	672.25	
TOTAL	266271.01			

df=1 and 312      0.01=6.66\*\*      0.05=3.85\*

Main effect A represents the factors of gender varied at two levels, namely males and females. Main effect A obtained significant mean square value. (F= 48.25, df= 1 & 312, p< 0.01) this significant F values tells us that with regards to emotional maturity males and females differ significantly from each other's it means that Means obtained by the two broad groups differ so largely that the difference cannot be attributed to the factor of chance only.

To find out whether the males have significantly superior emotional maturity or the females, mean value for two broad groups were computed. The broad group of males obtained a mean 113.02, whereas the broad group of females obtained a mean of 92.87. The difference in this two means is so large. That is cannot be attributed to the factor of chance only. On the basis of result it could be concluded that the females had significantly better emotional maturity than the males.

Main effect B represent factor of community culture. Two types of culture namely tribal and non-tribal were included in the study. Main effect B obtained on F values of 2.17, which for 1 & 312 df is non significant at 0.01 & 0.05 levels. It could be concluded that B factor is not the conducive variable in Emotional maturity. In order to reveal which group performs better on emotional maturity, mean values were computed for the two broad groups. The obtained mean value for tribal is 105.09 and for non-tribal is 100.80. It indicates that the difference between these scores is not quite high, though non-tribal performed better as compared to tribal. This difference can be attributed to the factor of chance only. On the basis of this it can be concluded that community culture is not an influencing factor in emotional maturity.

The 3rd factor was type of school which represented by main effect C. which was also varied at two levels namely Government schools and Private schools. From the summery of the ANOVA it is seem that type of school also brought out significant results. Main effect C yielded significant results (F=26.15; df=1 & 312; p<0.05) this significant F values clearly tells us that government schools and private schools differ significantly from each other on emotional maturity. To find out whether the students in government schools have better emotional maturity or the students in private schools, eight classified groups were clustered into two broad groups only on the basis of type of school and for these broad groups mean values were computed. The broad group of students in government school obtained mean value of 110.35, whereas the broad group of students in private schools obtained a mean of 95.54. The difference in these two groups is very high. On the basis of these results it could be concluded that students in private schools had better emotional maturity than students in government schools.

Interaction A x B obtained an F values of 0.40 which for 1 & 312 df is non-significant. Interaction effect between gender and type of school A x C is significant at 0.05 level (F=4.00, df= 1 & 312, p<0.05). It means that gender and type of school dependent on each others for the development of emotional maturity. Interaction B x C is non-significant (F=0.66, df=1 & 312, p>0.05) obviously culture and type of school functioned independently while influencing the development of emotional maturity. While influencing the development of emotional maturity even A x B x C was also non-significant (F=2.42, df= 1 & 312, p>0.05) this significant 3 factor interaction clearly tells us that the 3 independent variable function is not collaborated with each other.

### VII. CONCLUSION

With the help of statistical treatment and interpretation it is concluded that gender played a significant role on the effect of emotional maturity. On the measure of emotional maturity females were performed significantly better than the males. Whereas on the measure of emotional maturity non-tribal performed better than tribal community. At the same time type of school was played significant role in the measure of emotional maturity. On the measure of emotional maturity students in private schools performed significantly better than students in government schools.

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