

Emotional Maturity And Subjective Well-Being of Institutional And Day Boarding Adolescent- A Study

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Abstract

Emotions plays important role in person's life which involves physiological and behavior of person. Emotional maturity means person's ability to control his or her emotions can express it in socially acceptable manner. In the same way subjective wellbeing also plays important role throughout of life, but in this study, research found comparisons of emotional maturity and subjective wellbeing in adolescent student. This study was conducted on 200 school students (100-day boarding ,100 institutional) of different schools of Delhi to study the emotional maturity and subjective well-being among Adolescents. Student subjective well-being scale (SSWB) and emotional maturity scale were used. The technique of the T-test was employed. The study has found a significant difference of emotional maturity and subjective wellbeing of adolescents. There is a significant difference of emotional maturity and subjective well-being among male and female students.

Keywords: Emotional maturity, Subjective well-being, Adolescent.

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INTRODUCTION

Emotional Maturity and Adolescent

Emotional pressure is increasing day by day at the adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive.

A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a great extent on the programmes watched on television. Emotionally mature people can make better adjustments with themselves as well as with others.

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". The most outstanding mark of Emotional Maturity, according to Coleman (1944) is ability to bear tension. Emotionally mature person persists in the capacity for fun & recreation, he enjoys both play, responsibility activities and keeps them in a proper balance. Emotional maturity isn't something that necessarily grows with chronological age, i.e. we don't get more emotionally mature when we get older. Some adults are very emotionally immature; some have never matured emotionally. Emotional maturity is a measure of one's capacity to create in a positive mental attitude.

According to Lisa, J.M(2004)"Emotional maturity brings with it a capacity for independence, the willingness to take action as for agents along with the capacity affiliate, its freely initiated and sustains loving relationships."

SUBJECTIVE WELL-BEING AND ADOLESCENTS

Nowadays in psychology, scientific focus has changed from pathology to positive human experience. In the context of positive features, subjective well-being of children and adolescents can be thought of. In psychology, happiness is expressed as the term of "subjective well-being". This term is a multidimensional construct.

Subjective well-being refers to people's evaluations of their lives with respect to cognitive judgments, such as life satisfaction; and affective evaluations such as positive and negative emotional feelings. Emotions and mood reflect the perception and evaluation of an individual's affective state, on the other hand satisfaction with one's life condition includes cognitive judgments that are based on some standards of life. A multidimensional approach to subjective well-being leads to an emphasis on the distinctions among the three components (i.e., Positive Emotions, Negative Emotions, and Life Satisfaction).

According to Myers, D. & Deiner, E., (1995) subjective well-being this means that they usually satisfy their life-conditions and experience positive emotions, and also experience less negative emotions. Subjective well-being has been linked to various immediate and long-term positive life outcomes.

According to Fredrickson, Tugade, Waugh, & Larkin (2003). Over time, people who regularly experience subjective well-being in the form of frequent positive emotions have been shown to exhibit greater resilience to adversity.

WORKING DEFINATION

Institutional adolescent: - who are living in settings such as NGOs residential home, hostel, SOS village

Day boarding adolescent: - who attend the institution by day and return off-campus to their families in the evening.

OBJECTIVES OF THE STUDY

1. To assess and compare the emotional maturity between the institutional and day boarding adolescent.
2. To assess and compare the subjective well-being between the institutional and day boarding adolescent.

HYPOTHESE

1. There is no significant difference of emotional maturity among institutional and day boarding adolescents.
2. There is no significant difference of subjective wellbeing among day boarding and institutional adolescents
3. There is no significant gender difference of emotional maturity among institutional and day boarding adolescents.
4. There is no significant gender difference of subjective wellbeing among institutional and day boarding adolescents.

METHODOLOGY

Sample

The sample of this study consisted of 200 school students with age ranging from 12-19 years further divided into two groups of 100 day boarding and 100 institutional with 50 male and 50 female students. Purposive sampling technique is used to select the sample. All respondents were students of class 9th to 12th from Delhi private schools and NGOs

TOOL USED

1. Emotional Maturity Scale: Dr. Yashvir Singh and Dr. Mahesh Bhargava. (1971)
2. Student subjective wellbeing questionnaire by [Tyler L. Renshaw](#)

PROCEDURE

To conduct the study, rapport established with participants. They were given a briefing about the aim of research. Instructions were given according to the used questionnaire/scale. They were assured that their information would be kept confidential and used only for research purposes, so they are requested to be open and honest in their response. After that scales were distributed, and data were collected.

STATISTICAL PROCEDURE

The statistical techniques were employed to analyze whole data so that it could be easily comprehended. After scoring the collected data, these scores were tabulated through t-test.

RESULTS AND DISCUSSION

Table 1

Comparison of day boarding and institutional adolescents in terms of Emotional Maturity

Variables	Group		't' value	Df
	Obtained M \pm SD Score			
	Day Boarding	Institutional		
Emotional Stability	33.27 \pm 7.23	35.83 \pm 7.13	-2.520*	198
Emotional Regression	34.18 \pm 6.84	37.25 \pm 9.07	-2.700**	198
Social Adjustment	36.19 \pm 7.23	39.05 \pm 6.78	-2.884**	198
Personality Integration	38.29 \pm 7.40	41.62 \pm 7.06	-3.255***	198
Lack of Dependence	25.92 \pm 5.72	31.10 \pm 5.32	-6.627***	198
Total Emotional Maturity	167.85 \pm 26.74	184.85 \pm 23.72	-4.756***	198

* Significant at 0.05 level, ** Significant at 0.01 level, *** Significant at 0.001 level

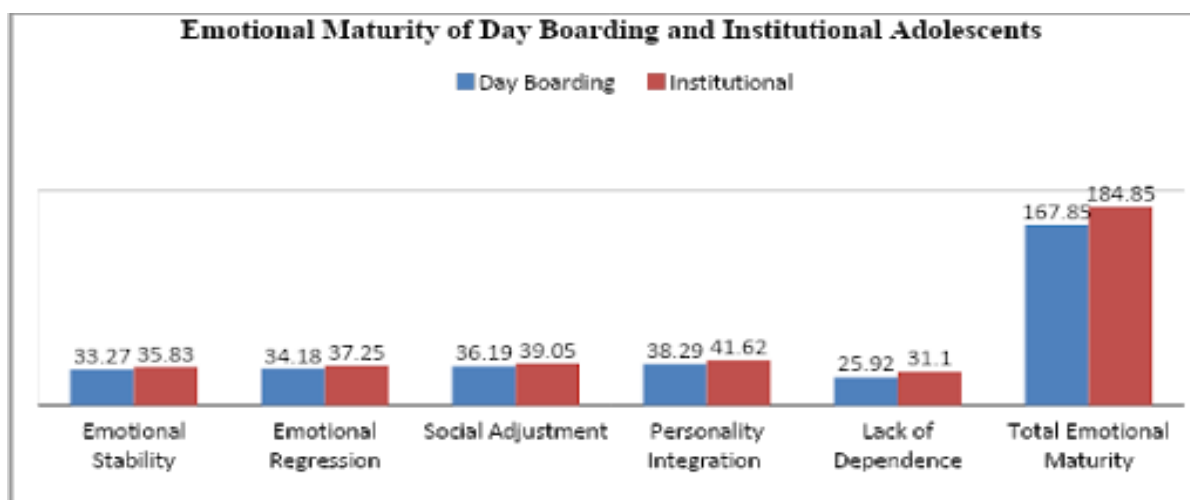


Table 1 shows the mean differences in terms of emotional maturity among the both day boarding and institutional adolescent respondents, manual of the scale suggests that lower the score higher the emotional maturity. Independent sample t test was computed to find the significant differences.

It was seen that in emotional stability, institutional adolescent mean value was found more (35.83 ± 7.13), compared to day boarding adolescents (33.27 ± 7.23), the t value computed for this was found to be statistically significant at 0.05 level. It indicates that significant differences exist among respondents in emotional stability.

It was seen that in emotional regression, institutional adolescent mean value was found more (37.25 ± 9.07), compared to day boarding adolescents (34.18 ± 6.84), the t value computed for this was found to be statistically significant at 0.01 level. It indicates significant differences found among both respondents in the domain of emotional regression in emotional maturity.

Present study reveals that in social adjustment mean value was found high among institutional adolescents (39.05 ± 6.78) in comparison to day boarding adolescents (36.19 ± 7.23), the t value computed for this was found to be statistically significant at 0.01 level. It indicates significant differences found among both the study groups on the domain of social adjustment in emotional maturity.

Results reveal that in personal integration, institutional adolescent mean value was found more (41.62 ± 7.06), compared to day boarding adolescents (38.29 ± 7.40), the t value computed for this was found to be statistically significant at 0.001 level. It indicates that significant differences exist among respondents in personal integration.

Findings of the table suggests that in lack of dependence, institutional adolescent mean value was found more (31.10 ± 5.32), than day boarding adolescents (25.92 ± 5.72), the t value computed for this was found to be statistically significant at 0.001 level. It indicates that significant differences exist among respondents in lack of dependence.

Results suggest that in overall emotional maturity, institutional adolescent mean value was found more (184.85 ± 23.72), than day boarding adolescents (167.85 ± 26.74), however the t value computed for this was found to be statistically highly significant at 0.001 level. The

manual suggests that lower the score higher the emotional maturity. So, the result indicates that day boarding adolescents' emotional maturity was found higher than institutional adolescents.

Hence, hypothesis 1 stating, "There is no significant difference of emotional maturity among institutional and day boarding adolescents." is rejected.

Table 2

Comparison of day boarding and institutional adolescents in terms of Subjective Well-Being

	Group		't' value	Df
	Obtained M±SD Score			
	Day Boarding	Institutional		
Joy of Learning	11.26± 2.24	11.58± 2.08	-1.043	198
School Connectedness	11.50± 2.15	11.21± 1.99	0.988	198
Educational Purpose	11.12± 1.83	10.90± 2.12	0.784	198
Academic Efficacy	11.53± 2.09	11.05± 2.14	1.601	198
Total Subjective Well-being	45.41± 6.66	44.74± 6.78	0.705	198

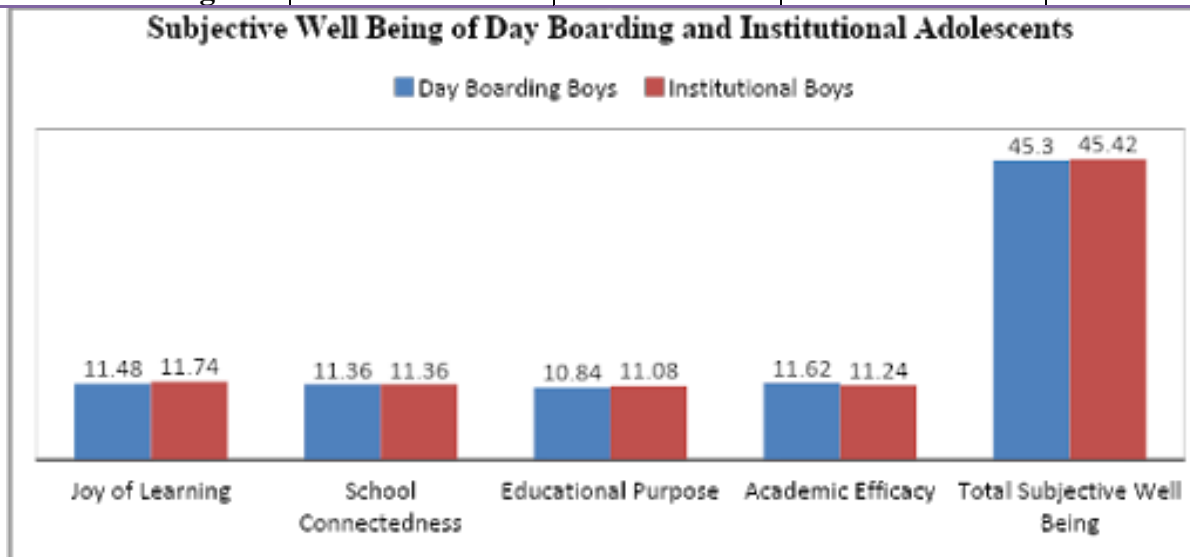


Table 2 shows the mean differences in terms of subjective well-being among the both day

boarding and institutional adolescent respondents, independent sample t test was computed to find the significant differences.

The analysis revealed that in joy of learning the mean score of institutional respondents (11.58 ± 2.08) was found higher than day boarding respondents (11.26 ± 2.24), the t value computed for this but statistically no significant difference was found.

Results suggest that in school connectedness the mean score of day boarding adolescents (11.50 ± 2.15) was found higher than institutional adolescents (11.21 ± 1.99), the t value computed for this but statistically no significant difference was found.

Study finding indicates that educational purpose the mean score of day boarding adolescents (11.12 ± 1.83) was found high than institutional adolescents (10.90 ± 2.12), the t value computed for this but statistically no significant difference was found.

It was seen that in academic efficacy the mean score of day boarding adolescents (11.53 ± 2.09) was found high than institutional adolescents (11.05 ± 2.14), the t value computed for this but statistically no significant difference was found.

Similarly, in overall subjective well-being, the mean score of day boarding adolescents ($45.41 + 6.66$) was found high than institutional adolescents ($44.74 + 6.78$), the t value computed for this but statistically no significant difference was found. But result finding suggests that overall subjective well-being was found more among day boarding adolescents than institutional adolescents.

Table 3

Comparison of gender among day boarding and institutional adolescents in terms of Emotional Maturity

Variables	Group (Gender)		't' value	Df
	Obtained M±SD Score			
	Boy	Girl		
Emotional Stability	33.79±7.66	35.31±6.82	-1.481	198
Emotional Regression	34.99±9.31	36.44±6.79	-1.257	198
Social Adjustment	35.68 ±7.10	39.56±6.65	-3.984***	198
Personality Integration	38.23 ±7.71	41.68 ±6.68	-3.379***	198
Lack of Dependence	26.77 ±5.93	30.25 ±5.77	-4.204***	198
Total Emotional Maturity	159.90± 26.53	178.62± 26.83	-3.507***	98

*** Significant at 0.001 level

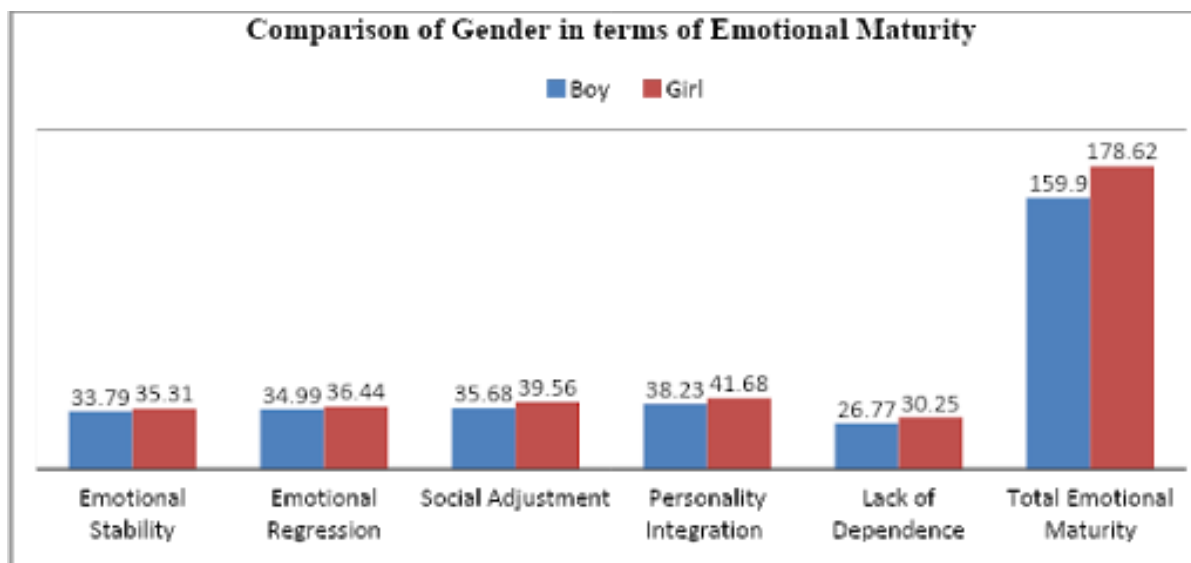


Table 3 shows the mean differences in terms of emotional maturity among the both boy and girl adolescent respondents, manual of the scale suggests that lower the score higher the emotional maturity. Independent sample t test was computed to find the significant differences.

It was seen that in emotional stability, boy adolescent mean value was found low (33.79 ± 7.66), compared to girl adolescents (35.31 ± 6.82), the t value computed for this was found not to be statistically significant. It indicates that no significant differences exist among respondents in emotional stability.

It was seen that in emotional regression, boy adolescent mean value was found low (34.99 ± 9.31), compared to girl adolescents (36.44 ± 6.79), the t value computed for this was found not to be statistically significant. It indicates that no significant differences exist among respondents in emotional regression.

Present study reveals that in social adjustment mean value was found low among boy adolescents (35.68 ± 7.10) in comparison to girl adolescents (39.56 ± 6.65), the t value computed for this was found to be statistically significant at 0.001 level. It indicates significant differences found among both the study groups on the domain of social adjustment in emotional maturity.

Results reveal that in personal integration, boy adolescent mean value was found low (38.23 ± 7.71), compared to girl adolescents (41.68 ± 6.68), the t value computed for this was found to be statistically significant at 0.001 level. It indicates that significant differences exist among respondents in personal integration.

Findings of the table suggests that in lack of dependence, boy adolescent mean value was found low (26.77 ± 5.93), then girl adolescents (30.25 ± 5.77), the t value computed for this was found to be statistically significant at 0.001 level. It indicates that significant differences exist among respondents in lack of dependence.

Result findings reveal that in emotional maturity, mean value was found more among girl adolescents (178.62 ± 26.83), compared to boy adolescents (159.90 ± 26.53), the t value computed for this was found statistically significant at 0.001 level. The manual suggests that lower the score higher the emotional maturity. So, the result suggests that boy adolescent's emotional maturity was higher than girl adolescents. Hence, hypothesis 3 stating, "There is no significant gender difference of emotional maturity among institutional and day boarding

adolescents.” is rejected

Table 4
Comparison of gender among day boarding and institutional adolescents in terms of Subjective Well-Being

Variables	Group (Gender)		't' value	Df
	Obtained M _± SD Score			
	Boy	Girl		
Joy of Learning	11.64 _± 2.36	11.20 _± 1.93	1.438	198
School Connectedness	11.36 _± 2.22	11.35 _± 1.92	.034	198
Educational Purpose	10.96 _± 2.23	11.06 _± 1.70	-.356	198
Academic Efficacy	11.46 _± 2.45	11.12 _± 5.74	1.131	198
Total Subjective Well-being	45.42 _± 7.87	44.73 _± 5.33	.726	198

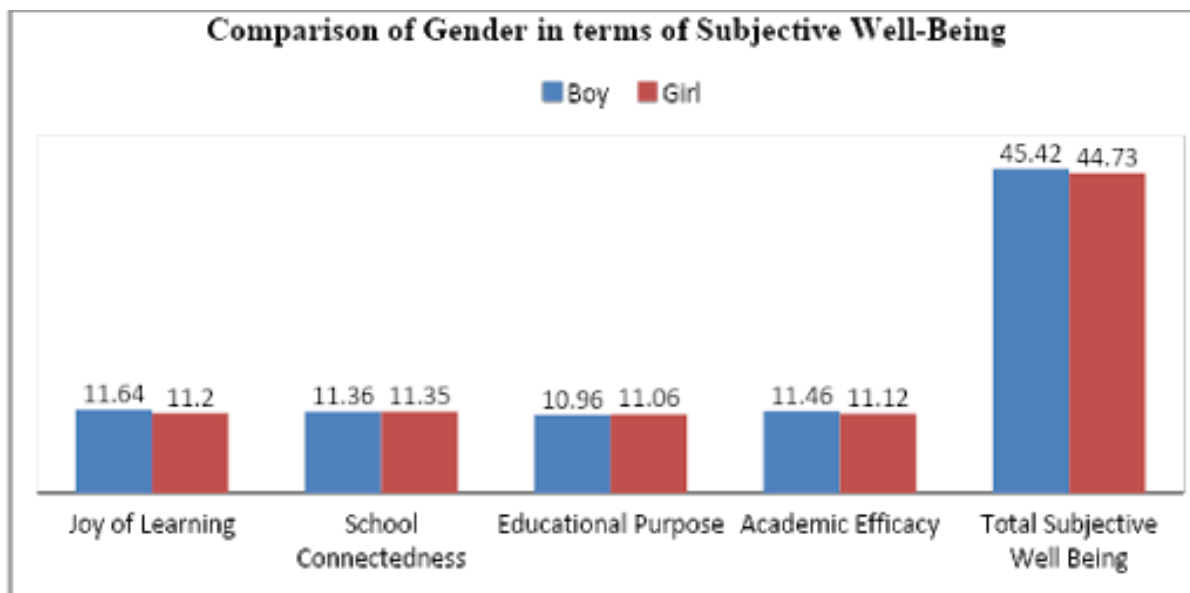


Table 4 shows the mean differences in terms of subjective well-being among the boy and girl adolescent respondents in gender perspective, independent sample t test was computed to find the significant differences.

The analysis revealed that in joy of learning the mean score of boy respondents (11.64_±2.36)

was found higher than girl respondents (11.20 ± 1.93), the t value computed for this but statistically no significant difference was found.

Results suggest that in school connectedness the mean score of boy adolescents (11.36 ± 2.22) was found higher than girl adolescents (11.35 ± 1.92), the t value computed for this but statistically no significant difference was found.

Study finding indicates that for educational purposes the mean score of boy adolescents (10.96 ± 2.23) was found to have a lower score than girl adolescents (11.06 ± 1.70), the t value computed for this but statistically no significant difference was found.

It was seen that in academic efficacy the mean score of boy adolescents (11.46 ± 2.45) was found higher than girl adolescents (11.12 ± 5.74), the t value computed for this but statistically no significant difference was found.

Similarly, It was seen that in subjective well-being, mean value was found more among boy adolescents (45.42 ± 7.87), compared to girl adolescents (44.73 ± 5.33), the t value computed for this was found not to be statistically significant. Results suggest that boy adolescents' subjective well-being was higher than girl adolescents.

Hence, hypothesis 4 stating, "There is no significant gender difference of subjective wellbeing among institutional and day boarding adolescents" is rejected.

CONCLUSION

Following conclusion can be drawn from the present study-

1. There is a significant difference of emotional maturity among institutional and day boarding adolescents.
2. There is a significant difference of subjective wellbeing among day boarding and institutional adolescents
3. There is a significant gender difference of emotional maturity among institutional and day boarding adolescents.
4. There is a significant gender difference of subjective wellbeing among institutional and day boarding adolescents

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