

## EMOTIONAL MATURITY OF ADOLESCENTS AS RELATED TO THEIR RIGIDITY

Ms. PUJA KOCHHAR\*

### ABSTRACT

*The present study has been undertaken to study emotional Maturity of adolescents in relation to their Rigidity. The sample consisted of 200 adolescents studying in higher and senior secondary schools in Ludhiana district of Punjab State. 'Dimensions of Rigidity Scale' by N.K. Chadha and 'Emotional Maturity Scale' by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used. For determining the analysis and interpretation, Descriptive Statistics like Mean, Median, Mode, Standard Deviation, Skewness, Correlation, Kurtosis & t-test were used. The data revealed that there was significant difference between emotional maturity and different dimensions of rigidity and total rigidity of adolescents.*

Human personality is a very broad and comprehensive concept consisting of many aspects and factors that influence the behavioural patterns. Emotional development is one of the significant aspect of growth and development. Almost all modes of behaviour of a man are guided to some degree by emotions. A person is said to be emotionally mature when he expresses proper emotions at proper time like emotions rigidity is another aspect which influences our behaviour. Rigidity is stiffness and inability to change habits, set paths of thinking, attitude and behaviour.

**Crow and crow** thinks that emotion is an effective experience which accompanies generalised inner adjustment and mental and psychological stirred up states in the individual that he shows in his overt behaviour.

Emotions are of two kinds a) disruptive emotions b) constructive emotions

**C.V. Good** defines maturity as the stage at which development has reached its maximum and growth has ceased.

**Walter .D .Smitson** said that emotional maturity is a process in which personality is continuously striving for greater sense of emotional health both intra psychically and intra personally.

**Stanley hall** states adolescence as a period of great stress and strain , storm and strife.

**Rokeach** says Rigidity is the inability to change ones set when objective conditions demand it.

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\* Asst. Prof., G .N. College Of Education , Gopalpur

Rigidity has many dimensions which are (A) intellectual rigidity (B) emotional rigidity (C) dispositional rigidity (D) social rigidity (E) behavioural rigidity (F) perceptual rigidity (G) creative rigidity.

### **NEED OF STUDY**

Behaviour is the index of human personality. An emotionally mature individual can bring radical changes in the development of society. On the other hand a rigid individual can do incalculable harm to nation as he would not be able to adjust properly in school, family and society related studies show that research work has been done on emotional maturity as related to intelligence, adjustment and other aspects of behaviour but rigidity is still unexplored. From guidance point of view it is also important.

### **OBJECTIVES OF THE STUDY**

1. To measure the emotional maturity of adolescents.
2. To measure the rigidity in behaviour of adolescents.
3. To explore the relationship between emotional maturity and rigidity in adolescents.

### **DELIMITATIONS OF THE STUDY**

1. The study was delimited to adolescents only.
2. The study was confined to senior secondary schools of Ludhiana city only.
3. The study was restricted to 200 adolescents only.

### **REVIEW OF RELATED STUDIES**

**Feency (1979)** examined the effect of cognitive rigidity on learning and found that the subjects classified as rigid showed poor learning and recall than those of flexible students.

**Mohanty and Pani (1980)** studied emotional and social development of 10<sup>th</sup> class students and found boys were slightly better in social and emotional aspects of personality but the difference was not significant.

**Chadha (1986)** reported that no significant difference occurs between emotional adjustment scores of male and female teachers.

**Sharma and Singh (1997)** concluded in his study that male and female undergraduates of rural area are more matured as those of urban areas.

**Kaur (2004)** in her study on religion as determinant of rigidity among students concluded that there exists no significant difference between Hindu and Sikh boys and girls in respect to rigidity.

## **HYPOTHESES**

1. There exists significant difference between boys and girls in respect to emotional maturity.
2. There exists significant difference between boys and girls in respect to different dimensions of rigidity and total rigidity.
3. There exists significant relationship between emotional maturity and different dimensions of rigidity and total rigidity.
4. There exists significant relationship between emotional maturity and different dimensions of rigidity and total rigidity of boys.
5. There exists significant relationship between emotional maturity and different dimensions of rigidity and total rigidity of girls.

## **METHODS AND PROCEDURE**

The descriptive survey method of investigation was employed.

## **SAMPLE**

Sample of 200 adolescents was taken from different higher and senior secondary schools of Ludhiana district only.

## **TOOLS OF THE STUDY**

1. Dimensions of rigidity scale by N.K Chadha 1986.
2. Emotional maturity scale by Dr. Yashvir Singh and Dr. Mahesh Bhargava 1971.

## **STATISTICAL TECHNIQUES USED**

The descriptive statistical techniques such as mean, median, mode, standard deviation, skewness, correlation, kurtosis, t-test were used.

## **ANALYSIS AND INTERPRETATION OF RESULTS**

For emotional maturity scores of total adolescents, boys and girls value of mean, median, mode is 91.58, 90, 78; 91.03, 91, 83; 92.13, 89.52, 78. s.d is 23.08, 24.53, 21.53; skewness.617, 0.647, 0.583; kurtosis -0.3, -0.276, -0.201

For total rigidity scores of total adolescents, boys and girls value of mean, median, mode is 46.1, 45.88, 46.3; 46, 46, 46; 44, 44, 45; s.d is 5.64, 6.005, 5.25; skewness.0.053, -1.169, 0.2; kurtosis 2.96, 2.834, -0.66

35% boys and 38% girls are extremely stable 12% boys and 9% girls are moderate 33% boys and 26% girls are unstable.

20% boys and 27% girls are extremely unstable.

2% boys and 0% girls show low rigidity.

10% boys and 39% girls show average rigidity.

88% boys and 61% girls show high rigidity.

coefficient of correlation for different dimensions of rigidity and total rigidity-0.186, -0.01 is not significant for both boys and girls

.For emotional maturity, t-ratio is 3.264 which is significant.

For rigidity, t-ratio is 0.527 which is not significant.

### **CONCLUSIONS**

1. There exists significant difference between emotional maturity of boys and girls.
2. There exists no significant difference between boys and girls for dimensions ABFG that is intellectual, emotional, behavioral, perceptual and creative rigidity and total rigidity.
3. There exists significant difference between of boys and girls for dimension CD that is dispositional and social rigidity.
4. There exists significant difference between emotional maturity and different dimensions of rigidity and total rigidity of adolescents .
5. There exists significant difference between emotional maturity and different dimensions of rigidity and total rigidity of boys.
6. There exists significant difference between emotional maturity and different dimensions of rigidity and total rigidity of girls.

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