

EMOTIONAL MATURITY AND PARENT-CHILD INTERACTION OF ADOLESCENTS: A QUALITATIVE ANALYSIS

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ABSTRACT

The present study was carried out to study response patterns of emotional maturity of adolescents. The sample comprised of 200 students of class 9th (100 males and 100 females) studying in private and government schools of Tarn-Taran. A qualitative analysis of responses of adolescents on emotional maturity scale revealed that very less percentage of adolescents are socially well adjusted and independent to be self-reliant. On the other hand, qualitative analysis of patterns of parent-child interactions as reported by adolescents on parent-child relationship scale revealed that quite a high percentage of parents are demanding and try to exercise overall control over their child. It also revealed that a good percentage of parents have a protecting attitude towards their children and they express their appreciation for emotional and psychological security of their child.

INTRODUCTION

Emotional maturity means the degree to which the person has realized his potential for richness of living, capacity to enjoy things, to relate himself to others, to love and be loved, capacity for whole hearted sorrow when there is an occasion for grief, capacity for experiencing anger when faced with thwarting, reasonably tolerant, fearful, frightened without feeling a false mask of courage (Jersild, 1968).

Kaur & Deepshikha (2013) defined the word emotional maturity as "dominated by or prone to emotions" markedly aroused or agitated in feelings or sensibilities". The word maturity means "to become more developed mentally and emotionally, and behave in a responsible manner". Adolescents often experience emotional instability and extreme emotional expressions.

An emotionally mature person is one who is able to keep a lid on feelings. He can suffer in silence. he can bide his time in spite of present discomfort. He is not subject to swing in mood, he is not volatile. When he does express emotion, he does so with moderation, decently and in good order (Roja, Sasikumar & Fathima, 2013).

Emotional Maturity is the key to a happy, fulfilled life. Without which, the individual falls an easy prey to the dependence and insecurities. It actually is. "A process of readjustment, the infant learns for his emotional reactions under

parental supervision what situations after permissible opportunities and to what extent, so that primitive elemental psychological response that we call 'emotion' becomes patterned in accordance with approved from the expression and repression favored by culture" (Norris, 1963). According to Sunil Kumar (2014), "There is a lot of people who 'look grown up' and behave as rational by contemporary standards, but emotionally they behave like children".

Parenting is the interactional effect of father and mother. Mother and father play unique roles in the socialization of their children. The development of sense of self and resolution of identity crisis depends on the relationship between parents and child. Parents have a great deal of power regarding their young children's action and they try to socialize or control the development of values and attitudes as the children mature (Conger, 1997).

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

Parent-child interaction implies how the parents involve themselves in developing the overall personality of the child, parental involvement in school activities and in the student's school work forms an integral part of

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successful academic performance. Parental involvement, for e.g. can mean assessment of school-home communication, parental involvement at school and involvement in the student's learning activities and in school decision making and governance (Christenson, Rounds & Gorney, 1992).

The parent-child relationship consists of combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development (Kohn, 2005).

Parent-child interaction tends to be more intense and through their shared activities children learn how to express and control their emotions with their parents. By working together, parents help their children develop their skills across the spectrum. One important aspect of the parent-child relationship is disciplining children, which often is a way of keeping children on track in their own responsibilities and initiatives such as finishing homework. Without parents, the growing up phase of childhood would decrease the speed (Verial, 2015).

Adolescents desire emotional support and structure from their parents. The emotional context in which parents act, greatly influence parents' impact on their adolescents (Steinberg, 2001).

Parents raise mature children by validating, mirroring, loving and accepting their children. Parents who have achieved personal fulfillment and their own emotional maturity tend to raise mature children.

In other words, how much the adolescents are emotionally mature depends upon their interaction with their parents. But now a days, the concept of parent-child interaction has changed. Adolescents don't feel free to interact freely with their parents. The reason may be lack of positive communication between them, which in turn is lack of exhibiting emotional maturity from parents' side also which can have far-reaching impact on their children around them.

Jadhav (2009) conducted a study on the relationship between home environment and emotional maturity of college students of Belgaum district and concluded that there is a

positive and significant relationship between home environment and emotional maturity with respect to boys and girls rural students and students studying in private colleges.

Mittal and Bhardwaj (2012) conducted a study in perceived parental behavior in relation to emotional maturity among adolescents and found that there is a positive relationship between perceived parental behavior and emotional maturity of adolescents. Also, perceived parental behavior significantly affected emotional maturity of adolescents.

Kumar (2014) conducted a study on emotional maturity of adolescent students in relation to their family relationship and found that there is a significant relation between emotional maturity and family relationship of adolescent students and showed that family relationship determinates emotional maturity of adolescent students.

OBJECTIVES

1. To study the response patterns of emotional maturity of adolescents.
2. To study the patterns of parent-child interaction of adolescents.

DESIGN OF THE STUDY

The present study was primarily designed to do qualitative analysis of emotional maturity and parent-child interaction of adolescents.

SAMPLE

The research investigation was carried out on 200 students of class 9th (100 males and 100 females) in government and private schools of Tarn-Taran.

TOOL DESCRIPTION

The tools used for this study are:

1. Emotional Maturity Scale (Singh & Bhargava, 1990)
2. Parent-Child Relationship Scale (Rao, 2011)

DATA ANALYSIS

- (a) A qualitative analysis of responses of adolescents on Emotional Maturity Scale:

The response patterns of Emotional

Maturity as reported by adolescents were drawn on the basis of cumulative scores on various dimensions of Emotional Maturity Scale. Emotional Maturity Scale covered five categories of Emotional Maturity viz.

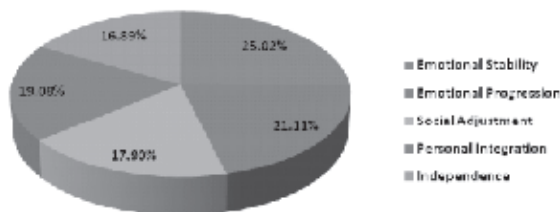
1. Emotional Stability
2. Emotional Progression
3. Social Adjustment
4. Personality Integration
5. Independence

The scores of adolescent's response on each dimension were pooled and transformed into percentages. The maturity patterns of adolescents have been depicted through following Pie diagram:

EMOTIONAL MATURITY LEVEL OF ADOLESCENTS

Pie Diagram Fig.1 shows response patterns of adolescents on all the five dimensions of Emotional Maturity. it may be seen from the diagram that, 25.02% of adolescents are emotionally stable, percentage of emotional progression is 21.11% which means that about 21.11% adolescents have a feeling of adequate advancement and growing vitality of emotions in them. Only 17.90% adolescents are socially well adjusted. Percentage of personal integration is 19.08% and only 16.89% adolescents are independent to be self-reliant and resistant to be controlled by others.

Fig. 1: Pie Diagram showing Response patterns of Adolescents on Five Dimensions of Emotional Maturity Scale



(b) A Qualitative Analysis of responses of parents on Parent Child Relationship Scale: The patterns of Parent Child Interactions as reported by parents were drawn on the basis of cumulative scores on various dimensions of Parent Child Relationship Scale. Parent Child

Relationship Scale covered ten dimensions of Parent Child Interactions viz.

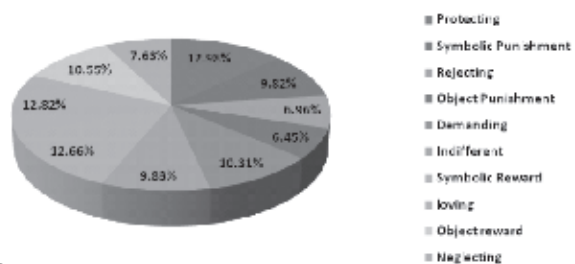
1. Protecting
2. Symbolic Punishment
3. Rejecting
4. Object Punishment
5. Demanding
6. Indifferent
7. Symbolic Reward
8. Loving
9. Object Reward
10. Neglecting

The scores of parent's response on each dimension were pooled and transformed into percentages. The behavioral patterns of parents have been depicted through following Pie diagram:

INTERACTION OF PARENTS WITH THEIR CHILDREN

Pie Diagram Fig. 2 shows response patterns of parents on all the ten dimensions of Parent Child Interaction. It may be seen from the diagram that 12.98% of parents have a protecting attitude towards their children. 9.82% of parents show symbolic or temporary annoyance with their children. Rejecting attitude is seen in 6.96% of parents out rightly. Only 6.45% of parents show object punishment. Almost 10.31% of parents show demanding attitude i.e. exercise over all control over their child. It is clear that 9.83% of parents are indifferent towards their child and 12.66% parents believe in symbolic reward i.e. they express their appreciation for emotional and psychological security of their child. 12.82% parents are very loving towards their child. The quality of object reward is seen in 10.55% parents and only 7.63% of parents show neglecting attitude towards their child which affects the child negatively.

Fig. 2 : Pie Diagram showing response patterns of Parents on Ten Dimensions of Parent-Child Relationship Scale



CONCLUSIONS

On the basis of observations based on Pie diagrams, following conclusions were drawn:

1. It was found that quite a less percentage of adolescents are socially well-adjusted.
2. A very less percentage of adolescents are independent to be self-reliant and resistant to be controlled by others.
3. Adolescents are more prone to personality disintegration which means that they are not able to maintain harmony among the diverse elements of hidden individual motives and needs.
4. It was found that quite a high percentage of parents have demanding attitude i.e. they exercise overall control over their child.
5. Rejecting and neglecting attitude was observed among the parents which affects the child negatively and he becomes self-centered.
5. Parents should put less limits on their child's actions. There should be high parental responsiveness and low parental demand. The parents should try to develop their children's social competence by being not authoritative and demanding.
6. Parents should have empathic attitude towards their child and should make them feel secured. This feeling of security would make their children think about others rather than focusing entirely on themselves. Parents should show concern, involvement and affection towards their child so that he grows into a lovable and peaceful human being.

EDUCATIONAL IMPLICATIONS

1. Parents and school authorities should organize group activities and social functions for them which are considered as an important part of the community. Parents should encourage their child to attend these social functions and be an active member of the society.
2. For integration of personality of adolescents, it is suggested that their ambitions and aspirations should be accepted and given full respect so that the level of their self-esteem could be raised when there will be harmony among all the important aspects of their personality.
3. Adolescents should be provided sufficient opportunities to be independent by allowing them to make their own decisions based upon their own reasoning and providing them freedom to try and explore new things and gain experience under parents' guidance and support.
4. There is a need to strike a balance between child's needs and parents' concerns by maintaining a positive relationship with the child, by providing him healthy family environment and by guiding him in a friendly way.

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