

Vol 4 Issue 11 Aug 2015

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Flávio de São Pedro Filho
Federal University of Rondonia, Brazil

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Welcome to Review Of Research

RNI MAHMUL/2011/38595

ISSN No.2249-894X

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Delia Serbescu Spiru Haret University, Bucharest, Romania	Mabel Miao Center for China and Globalization, China
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Xiaohua Yang University of San Francisco, San Francisco	Ruth Wolf University Walla, Israel
Ecaterina Patrascu Spiru Haret University, Bucharest	Karina Xavier Massachusetts Institute of Technology (MIT), USA	Jie Hao University of Sydney, Australia
Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	May Hongmei Gao Kennesaw State University, USA	Pei-Shan Kao Andrea University of Essex, United Kingdom
Anna Maria Constantinovici AL. I. Cuza University, Romania	Marc Fetscherin Rollins College, USA	Loredana Bosca Spiru Haret University, Romania
Romona Mihaila Spiru Haret University, Romania	Liu Chen Beijing Foreign Studies University, China	Ilie Pinte Spiru Haret University, Romania
Mahdi Moharrampour Islamic Azad University buinzahra Branch, Qazvin, Iran	Nimita Khanna Director, Isara Institute of Management, New Delhi	Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai
Titus Pop PhD, Partium Christian University, Oradea, Romania	Salve R. N. Department of Sociology, Shivaji University, Kolhapur	Sonal Singh Vikram University, Ujjain
J. K. VIJAYAKUMAR King Abdullah University of Science & Technology, Saudi Arabia.	P. Malyadri Government Degree College, Tandur, A.P.	Jayashree Patil-Dake MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC), Kachiguda, Hyderabad
George - Calin SERITAN Postdoctoral Researcher Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	S. D. Sindkhedkar PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]	Maj. Dr. S. Bakhtiar Choudhary Director, Hyderabad AP India.
REZA KAFIPOUR Shiraz University of Medical Sciences Shiraz, Iran	Anurag Misra DBS College, Kanpur	AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI, TN
Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur	C. D. Balaji Panimalar Engineering College, Chennai	V. MAHALAKSHMI Dean, Panimalar Engineering College
	Bhavana vivek patole PhD, Elphinstone college mumbai-32	S. KANNAN Ph.D , Annamalai University
	Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust), Meerut (U.P.)	Kanwar Dinesh Singh Dept. English, Government Postgraduate College , solan

More.....

EMOTIONAL MATURITY AMONG DIFFERENTLY ABLED AND PHYSICAL ABLED ADOLESCENTS



Hosamani Marilingappa

Assistant Professor of Psychology Maharani's Arts, Commerce Management College for women Bangalore .



ABSTRACT

Aim was to study the emotional maturity of differently abled (Physical) and Physical abled adolescents. The major objective of the study was the examine the extent of emotionally maturity of male and female differently abled and physically abled adolescents.

A between group design with purposive sampling was opted for the study. The sample consisted of 100 high school students of which 50 students being differently abled (physical) and 50 students being physical abled.

The scores were analyzed using 't' test. The result indicated that the physical abled students had more

emotional maturity than differently abled students.

There was no significant difference between male and female in different abled emotional maturity. The physical abled female had significantly higher emotional maturity than males.

KEYWORDS : *Emotional Maturity , Differently Abled , Physical Abled Adolescents.*

INTRODUCTION :

In present circumstances, youth as well as Male & Female are facing difficulties in life. These difficulties are going to give rise to many Psycho-Somatic problems such as anexity, tension, frustration and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces, with intensities and quantities.

EMOTIONS :

Emotion is defined as "Disturbed glandular and muscular activity", it is a state of individual in which the body externally as well as internally very profoundly upset. Emotion is aroused by any interference in execution of an impulsive activity, or by failure of such activity. Therefore emotion is directed upon the interfering object or creature though not always, because some times emotion is directed to one self. Thus when individual is under a state of emotion he is quite likely to loose balance or homeostasis or stability. Under such circumstances, individual's activity is greatly impaired and the

reasoning becomes disturbed. However, some individuals show considerable stability under excessive emotional upsets. This is because of their level of emotional maturity attained.

MATURITY :

Actually emotional maturity is not only the effective determinant of personality pattern but it also helps to control and the growth of adolescent's development. The concept "mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and surfer without self pity, might still be emotionally stunned and childish.

CHARACTERISTICS OF EMOTIONAL MATURITY :

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

- 1.He is capable of responding in gradation of degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds.
- 2.He is also able to delay his responses as compared with the impulsiveness of young child.
- 3.Handling of self pity, instead of showing unstained self pity, he traines to feel for him.

Childhood emotional stresses influence the infant's congenital heredity endowment plus physical and emotional forces acting upon spearm and egg (Prior to conception and until birth) and developmental forces, the child being most formative upto the age of about six.

Many criteria have been suggested to evaluate the concept of maturity. A few of them are being mentioned below:

According to Bernard (1954) following are the criteria of mature emotional behaviour:

- 1.Inhibition of direct expression of negative emotions.
- 2.Cultivation of positive, up building emotions.
- 3.Development of higher tolerance for disagreeable circumstances.
- 4.Increasing satisfaction from socially approved responses.
- 5.Increasing dependence of actions.
- 6.Ability to mark a choice and not broad about other choices.
- 7.Freedom from unreasonable fear.
- 8.Understanding and action in accordance with limitations.
- 9.Awareness of the ability and achievement of others.
- 10.Ability to err without feeling disgraced.
- 11.Ability to delay the gratitication of impulses.
- 12.Ability to carry victory and prestige with grace.
- 13.The enjoyment of daily living.

-2-

The most outstanding mark of emotional maturity, according to cole (1944) is ability to bear tension. Other marks are an indifference towards certain kinds of stimuli that affect, the child or adolescent and he developes moodiness and sentiment ability,. Besides, emotionally mature person persists the capacity for fun and recreation.

MEANING OF DIFFERENTLY ABLED :

Differently abled refers to the disadvantages brought about by impairment or disability of an individual in terms of his potential and achievement. The extent to which one is differently abled depends on male/female physical conditions, attitude towards and perception of such a condition as well as social attitudes associated with an impaired state bearing repercussion on the personality and style of life of individual. Maslow (1954) explains that deprivation and threat to personality tends to explain psychologically differently abled child experiences that he is neglected by the society. The differently abled child may perceive himself as a "damaged" or inadequated person and may harbour to feeling of guilt viewing his disabilities as a form of punishment for some of his own misdeeds or that of his parents. In some cases, a series of failure may develop an attitude against him self and may predispose him to evade and keep off from trying situation a crippling and incapacitating psychological posture. Disability seems to impose an extra burden upon the child, thus rendering him more vulnerable to adjustment problem leading to inappropriate social behavior.

It may be observed that the differently abled child like all Male & Female attempts to exercise not only his physical organic self but his potential self in all possible forms of social interaction.

Therefore in the light of above theoretical background an attempt is made to study the emotional maturity of both normal Male & Female as well as differently abled and physical abled Male & Female.

REVIEW OF LITERATURE :

Freud argued that civilization depended on the repression of both sexual feeling and emotions. Humans managed to repress sexual and emotional energy and use it to build cities, from and create works of art, even though they would rather have remained perpetual sex maniacs in a less developed environment.

Herbert Marcuse has said that society uses surplus repression to maintain its level of functioning. Experiments have shown that emotion affects efficiency. If you are to be highly aroused, you are less good at such laboratory tasks as spotting signals, unraveling difficult message or even keeping a pencil fixed on a moving disc.

A great deal of recent psychology has argued that we have gone too far in repressing our emotion. Many therapy groups spend their time learning how to express suppressed emotions, usually through a good deal of physical contact such as hugging, which is rare in our society. Men of ten have been conditioned not to say or show what they feel, especially when such feelings are negative. A favourite way of dismissing an argument is to denounce it as 'emotion;' which suggests that it is cheap and illogical.

Margan (1934) stated that an adequate theory of emotional maturity must take account of the full scope of the individuals powers, and his ability to enjoy the use of his powers. According to Walker D. Smithson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intera – psychically and intra-personally.

Kaplan and Baran point out that an emotionally mature person 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 Male & Female has the capacity to make effective adjustment with himself, members of his family, his peer 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.

PROBLEM :

To study the emotional maturity of differently abled and physical abled students.

HYPOTHESIS:

1. There is a significant difference in the emotional maturity between male and female of differently abled and physical abled.
2. differently abled male & female have low emotional maturity then physical abled male & female.

VARIABLES :

Dependent variable : Emotional maturity
Independent variable : Sex and differently abled

OBJECTIVES :

1. to know the extent of emotional maturity of both male and female.
2. To examine differences in level of emotional maturity of male and female belonging to differently abled and physical abled subgroups.

METHODOLOGY**SAMPLE:**

The present study consist of 100 student's sample out of which 50 students are differently abled and remaining 50 are normal that is physical abled. Each sub group is further divided into two equal male and female categories. The design of sample drawn from college for physically challenged abled deaf male & female (n = 50) and from N.V college of womens (N = 25) and S.B.College of Boys (N = 25) Gulbarga is shown as under:

SAMPLE DESIGN:

	Male	Female	Total
Differently abled	25	25	50
Physical abled	25	25	50
TOTAL	50	50	100

TOOLS:

Emotional maturity scale developed by Singh and Bhargava (1990) is used in the present study. This scale consists of 48 items, and response categories are (5) five. The pattern of scoring is from five to one for all the items; thus the higher score on scale indicates emotional immaturity and vice-versa. The authors claim that test retest reliability of the scale is 0.75 and the validity co-efficient is 0.64

TEST ADMINISTRATION:

Scales of emotional maturity have been distributed to subjects alongwith answer sheets. They were instructed to read each item carefully and to give answer, on answer sheet provided, in the form of any one of alternatives like very much, undecided, probable and never. After completion of attempting all the items, the scoring is done according to the norms of the manuals.

As said earlier one who gets higher scores on the scale is having greater degree of emotionally immaturity and vice-versa.

DISCUSSION:

The major objective of the present study has been to examine the amount of emotional maturity of both differently abled and physical abled students. The collected data are subjected to statistical analysis and results of the study are reported in the following tables.

Table No.1 shows number of students in different levels of emotional maturity. (N = 100)

Category	MALE		FEMALE	
	D A	P A	D A	P A
Extremely stable	5	17	5	22
Moderately stable	0	0	4	0
Un Stable	0	0	1	0
Extremely unstable	20	8	15	3

DA = Differently Abled

PA = Physical Abled

Table No. 1 indicates number of persons of both differently abled and physical abled sub groups in different levels of emotional maturity. There are 5 differently abled male and 17 physical abled male, 5 differently abled female and 22 physical abled female, who are extremely stable in their emotionally maturity. It shows that there are more number of physical abled male and female in this level of emotional maturity.

There are 4 differently abled female who are moderately stable in their emotional maturity. There is only one differently abled female who is emotionally unstable. Whereas there are no other students in this level. There are 20 differently abled male, 8 physical abled male, and 15 differently abled female and 3 physical abled female who are extremely unstable. This very clearly indicates that differently abled students are more emotionally unstable than whose of physical abled students. Thus differently abled has some bearing upon student's emotional well being.

Table No. 2. Shows mean, SD and "t" value of total sample (N-100).

Sex	Differently Abled	Physical Abled	"t" Value
MALE			
Mean	125.08	91.04	3.99
S.D	14.4	8.4	
FEMALE			
Mean	118.4	87.08	4.33
S.D	75.9	7.6	

Significant at 5% level.

Table No.2. indicates mean scores of differently abled and physical abled students of both sexes. The mean score of differently abled male is 125.08 and S.D is 14.1 and the mean score of physical abled male is 91.04 and S.D is 8.4. this shows that mean score of physical abled male is smaller than those of differently abled male. As said earlier one who scores higher is emotionally immature. Therefore physical abled male are emotionally matured than those of differently abled male. When applied the "t" test to know the difference it is found to be 3.99 which is significant at 5% level indicating significant difference between differently abled and physical abled male, in their level emotional maturity. The result of females are also reported in the same table. Then mean score of differently abled females is 118.4 and SD is 75.9 and, mean score of physical abled females is 87.08 and SD is 7.6 this indicates that physical abled females are more emotionally matured, then differently abled females. The obtained "t" value is 4.33 which is significant at 5% level.

Thus there is a significant difference between differently abled and physical abled female in their emotional maturity.

Table No.3. shows the mean, SD "t" value of emotional maturity of male & female. (N=100).

	Male	Female	"t" Value
DA			
Mean	125.08	118.4	0.7
S.D	14.4	75.9	
PA			
Mean	91.04	87.08	5.61
S.D	8.4	9.6	

Significant at 5% level.

A glance towards table No.3. clearly indicates the sex differences. The mean score of differently abled male is 125.08 and SD is 14.4 and the mean score of differently abled female is 118.4 and SD is 79.9. this shows that mean score of male of greater than female. However there is not significant difference as obtained "t" value of 0.7 is not significant.

Therefore it can be said that there is not significant difference between differently abled male and differently abled female in their emotional maturity. Further, the physical abled female have more stability than physical abled male. The mean score of physical abled male is 91.04 and SD is 8.4 and means score of the female is 87.08 and SD is 9.6. it is clear that male have higher mean scores that indicates emotional immaturity. The obtained "t" valud of 5.61 is significant at 5% level showing that there is significant sex difference among physical abled student .

CONCLUSION:

On the basis of above discussion, the following conclusion can be drawn.

- 1.The physical abled students have more emotional maturity than differently abled.
- 2.There is not significant difference between differently abled male and differently abled female in emotional maturity.
- 3.The physical abled female have significantly higher emotional maturity than those of male.

REFERENCE BOOKS:

- 1.PROMOD KUMAR and R.P. Maniyar (1991) study of emotional maturity, marital duration and sexuality as factors in materials adjustment, Indian Journals of guidance and services.
- 2.ALLADI MEERA SADSIVA Parental attitudes towards male and female A comparative study of parents of normal male and female and parents of mentally retarded children.
- 3.NEELU JAIN AND AFZAL KURESHI (1992) study of picture frustration of the normal and differently abled male and female implication for adjustment Vol. 9 No. 3 Page 291.
- 4.Manual for emotional maturity scale (EMS) Dr.YASHVIR SINGH and Dr.MAHESH BHARGAVA 1990 national psychological corporation 4/230 Kacheri Ghat AGRA (U.P) India.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Books Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- ★ Directory Of Research Journal Indexing
- ★ International Scientific Journal Consortium Scientific
- ★ OPEN J-GATE

Associated and Indexed, USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.ror.isrj.org