

EMOTIONAL MATURITY AS A PREDICTOR OF RESILIENCE IN ADOLESCENTS.

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Abstract :

The present study was aim to find out emotional maturity as a predictor of resilience in adolescents. The sample of 60 adolescents (30 girls and 30 boys) from baramati (maharashtra state) was selected for this study. Emotional maturity scale developed by Dr. Tara Sabapathy (2017) & Resilience scale (2017) developed by Dr. Vijaya Lakshmi and Dr. Shruti Narain was used for data collection. The obtained findings shows that there is positive and significant correlation between emotional maturity and resilience ($r=.390^{**}$ $p= 0.01$) and emotional maturity is a strong predictor of resilience at adolescents age.

Key Words : Emotional Maturity, Resilience, Adolescents.

Maturity is not a matter of age, but instead, of how you choose to respond and react to various life situations. It is essentially a level of mental development or wisdom that has a bearing on all areas of an individual's life, right from their conduct to their relationship with others. Many of the behavioral and emotional problems associated with adolescence may arise as children cope with the increased demands placed on them, demands which have become increasingly abstracted from the work and expectations of adulthood. Although psychological maturity is specifically grounded in the autonomy of one's decision-making ability, these outcomes are deeply embedded in not only cognition, but also in lifelong processes of emotional, social and moral development. The American Psychological Association defines emotional maturity as a high and appropriate level of emotional control and expression. Emotional immaturity, on the other hand, is a tendency to express emotions without restraint or disproportionately to the situation. Two key elements of developing emotional maturity understanding and processing your own emotions and also being able to handle the differing levels of emotional maturity that the people around you exhibit. It's important to stay present and observe the behavior rather than react to it. Adolescence is the period of transition between childhood and adulthood that involves biological, cognitive and socio-emotional changes (Hurlock E.1981). The age range of adolescence varies according to the cultural and historical circumstances. According to World Health Organization the period of adolescence begins with the onset of physiologically normal puberty, and ends when an adult identity and behavior are accepted. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotions, health, both inters physically and intra personally. Emotional maturity develops throughout life.

There is growing realization on the part of both national and state mental health groups that schools must play a more active role in developing programs which stimulate positive mental health. Now the development of emotionally mature behavior is a goal of education. In arranging the total school program, school administrators must take into consideration the significance of the basic emotional needs. Emotionally mature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to other, as they did earlier. Emotional maturity develops throughout life. The child becomes more emotionally mature as the parents permit him to accept responsibilities and to become independent and self-sufficient. Thus, emotional maturity then is not a state in which all problems are solved, but instead is a continual process of clarification and evaluation, an attempt to integrate feeling, thinking and behavior. There is growing realization on the part of both national and state mental health groups that schools must play a more active role in developing programs which stimulate positive mental health. Now the development of emotionally mature

behavior is a goal of education. In arranging the total school program, school administrators must take into consideration the significance of the basic emotional needs.

Six components which determined the concept of emotional maturity are self-knowledge, self-confidence, acceptance of reality, self-control, social-adjustment, consistency.

Operational Definitions of each component is as follows:

1. **Self-knowledge:** A person who is emotionally mature normally knows to a great extent his abilities, capacities and potentialities. This awareness helps him to react to outside situations in a more mature manner. The awareness of one's own abilities and disposition is operationally defined as self-knowledge,
2. **Self Confidence:** A person by virtue of his potentialities and successful experiences develops confidence in him especially when he receives proper appreciation for good responses. Thus, he is able to think that he can make his own decisions, and to accept the consequences thereof. He is likely to resolve his own Conflicts. In other words, this self-confidence is a characteristic of an emotionally mature
3. **Acceptance of Reality:** An emotionally mature person is more likely to give us consideration to the reality of a situation and understand it in the light of his social and cultural background. This acceptance of reality is another characteristic of a mature.
4. **Self-Control:** The self-control of an emotionally mature person manifests itself in controlling his anger, fear, jealousy, etc., in situations which may provoke him. His behavior therefore, will be in a socially approved manner. Therefore, self-control is considered as a desirable trait of an emotionally mature person.
5. **Social Adjustment:** In modern society where, fast changes are taking place in social and cultural values, the generation gap is seen more prominently. An emotionally mature person is able to understand the gaps and continuously strives for adjustment in various situations both with regard to conformity and innovative practices.
6. **Consistency:** An emotionally mature person does not exhibit erratic behavior Even in stress he is able to maintain a mental balance. He does not impulsively decide either to quit or to fight.

Resilience:

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional and behavioral flexibility and adjustment to external and internal demands (Vanden Bos & American Psychological Association, 2015). Etymologically, the word 'resilience' comes from the Latin 'resilio' (to spring back). This means that resilience is the capacity to recover or spring back (Davidson et al., 2005) from negative emotional experiences and to adapt flexibly to the changing demands of stressful experiences (Fredrickson, Tugade, Waugh & Larkin, 2003). Resilience is the capacity to adapt positively or regain levels of functioning after difficult life experiences (Luthar, Cicchetti & Becker, 2000; Staudinger, Marsiske & Baltes, 1995). It constitutes not just recovery, but growth and strengthening from adversity (Bonanno, 2004; Hardy, Concato & Gill, 2004; Ryff, Singer, Love & Essex, 1998). Garbarino, Dubrow, Kostelny and Pardo (1992) define resilience as an individual's ability to adapt under stressful circumstances. According to Grotberg (1995), resilience is important because it is the human capacity to face, overcome, and be strengthened by adversities in life. Masten (2001) defines resilience as a class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development. Research on resilience aims to understand the processes that account for these good outcomes (Baumgardner & Crothers, 2009). Baumgardner & Crothers (2009) further pointed out resilient responses to adversity are common across the life span. We all encounter a variety of challenges as we journey through life. Raising kids, divorce, relocation, job loss, illness, loss of a significant other and physical declines late in life are all common parts of the human experience. Researchers studying adult development and the aging process have focused on how people maintain their health and wellbeing and continue to grow as individuals despite the inevitable challenges of life. As in childhood, resilient responses are quite common across the life span a phenomenon Masten (2001) calls "Ordinary Magic." Consistent with Masten's concept of "ordinary magic." researches have emphasized the normal and everyday bases of resilience (Ryff & Singer, 2003a, 2003b).

A number of factors contribute to how well people adapt to adversities, predominant among them (a) the ways in which individuals view and engage with the world. (b) The availability and quality of social resources and (c) specific coping strategies. Van Breda (2001) suggests that an individual's resilience level is calculated by the ratio of protective factors to the presence of hazardous factors. There are four main patterns of resilience found in the literature (Polk, 1997, Van Breda, 2001): dispositional, relational, situational and philosophical. In the dispositional pattern, the factors that promote resilience include a sense of autonomy or self-reliance, a sense of self-worth, good physical health and well-maintained appearance. The relational pattern encompasses factors related to the quality of relationships with others. The situational pattern includes factors such as being able to solve problem, evaluate a situation and respond and take action in response to stressful situations. Lastly, the philosophical pattern is described as an individual's worldview or life paradigm, which can include beliefs that promote resilience, such as being optimistic, looking for meaning in all situations, the belief that life is purposeful and the belief that self-development is important. Charney (2004) identified ten individual characteristics from the literature that have been shown to be correlated repeatedly with resilience. These are: (a) optimism, (b) altruism, (c) having a moral compass, (d) faith or spirituality, (e) humor, (f) having a positive role model, (g) social supports, (h) facing fear or being able to leave one's comfort zone, (i) feeling that one has a mission or meaning in life and (j) being open to challenges. Psychological research demonstrates that the resources and skills associated with more positive adaptation i.e., greater resilience can be cultivated and practiced. It is also called psychological resilience - resilient adj. (Vanden Bos & American Psychological Association, 2015). The four dimensions of resilience are as follows:

- (a) Perseverance- It means persistence in doing something despite difficulty or delay in achieving success.
- (b) Composure- It refers to the state or feeling of being calm and in control of oneself.
- (c) Self-reliance- An individual's reliance on one's own powers and resources rather than those of others.
- (d) Faith- It denotes complete trust or confidence in someone or something.

There are different types of resilience that we need to support ourselves during challenging times. These types include physical resilience, mental resilience, social resilience and emotional resilience.

1. Physical Resilience: Physical resilience is our body's capacity to meet physical challenges when they arise, such as sickness or accidents, to heal or manage ongoing physical health conditions.
2. Mental Resilience: Mental resilience refers to our ability to meet challenging circumstances through problem solving, creative and flexible with our ideas and thinking. The ability to work with change to develop solutions to issues as they arise.
3. Social Resilience: Is all about our connections with others and how we can support each other through difficult times. Community, family and friendship supports are all essentials when we are navigating personal or collective challenges.
4. Emotional Resilience: Emotional resilience is capacity to keep afloat during challenging times as it directly relates to our mental health and our ability to persevere, sustain ourselves and manage adverse reactions from the people around us who are also likely to be struggling with a range of issues.

Objectives:

- 1) To Study Emotional Maturity of Adolescents.
- 2) To Study Resilience among Adolescents.
- 3) To Find Correlation between Emotional maturity and resilience.

Hypotheses of the Study:

- 1) There will be positive correlation between Emotional Maturity and Resilience in adolescents.
- 2) Emotional Maturity will be the predictor of the Resilience in adolescents.

Methodology:

Research Problem: To study emotional maturity as a predictor of resilience in adolescents.

Variables

1. Emotional Maturity
2. Resilience in Adolescents

Operational Definitions of Variable:

Emotional Maturity: It is composite score obtained by Emotional Maturity Scale developed by Dr. Tara Sabapathy.

Resilience: It is composite score obtained by Resilience Scale developed by Dr. Vijaya Lakshmi & Dr. Shruti Narain.

Research Design: A correlational research design was used which investigates relationships between variables.

Sample: The sample consisted of high school students between the age group of 14 to 16 years from baramati. Data was collected from 60 students, out of which 30 were girls and 30 were boys. Purposive sampling method was used for data collection.

Tools Used for Study:

Emotional Maturity Scale (EMS) (2017): Emotional Maturity Scale developed by Dr. Tara Sabapathy, Bangalore (Karnataka). In this scale there are 44 Questions and each one followed by the word always, sometimes, rarely and never. Subject has to mark only one option from them. Test has 22 positive items and 22 negative items. Test has split-half reliability which is 0.81. Test will be administrated in the age range of 13 to 17 from schools. Test has criterion validity.

Resilience Scale (2017): Resilience scale is developed by Dr. Vijaya Lakshmi Patna. & Dr. Shruti Narain Patna. There are 30 statements in this test. Each one followed by the word strongly agree, agree, neutral, disagree, and strongly disagree. The test-retest reliability was calculated and was found to be 0.87 and split-half reliability was found to be 0.84. The test has Concurrent validity. This scale is meant for 13 years and above of age. Test has 26 positive items and 4 negative items.

Data Collection Procedure:

The investigator collected the data by taking the prior permission from the School authorities. The topic of the research was introduced to the sample to enhance their understanding and for eliciting the co-operation. The tests were presented to the respondent and they were assured that whatever responses they will give would be kept confidential and would be used only for the research purposes. Thus, they were requested to give only honest and true responses. The standardized instructions for the tests were given each time. Data collection was done in small convenient groups on the required sample.

Statistical Analysis:

The suitable statistical method was used to analyze the data. The mean, SD used to be a part of descriptive statistics. Pearson product moment coefficient was used to find correlations and for prediction regression analysis was used.

Result or data analysis:

First of all, the data will be treated for mean and standard deviation, then Pearson product moment correlation (r) was calculated. For prediction regression analysis was used. At the same time suitable statistical treatment will be given to data whatever is necessary. The hypothesis was tested and the outcome is discussed based on result.

Table 1: Descriptive Statistics: Mean and SD Value of all Variables.

Variables	N	Mean	SD
Emotional Maturity	60	125.00	11.07
Resilience	60	111.85	11.76

Table shows that mean and standard Deviation of Emotional Maturity and resilience. The Mean score on Emotional maturity was 125 and SD was 11.07. For Resilience Mean was 111.85 and SD was 11.76.

Table No. 2 Correlation between Emotional Maturity and Resilience.

Variables	Emotional Maturity	Resilience
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Emotional Maturity	1	0.39*
Resilience		1

**p < 0.01

*p < 0.05

There is positive correlation between Emotional maturity and Resilience which is 0.39** which was significant at 0.01 level. Here the hypothesis that there is positive correlation between Emotional maturity and Resilience in adolescents was accepted. This result shows that adolescents, those are high on Emotional maturity, have shown high Resilience.

Table 3 Stepwise Regression Analysis result on Emotional Maturity is criterion variable as Predictor variable.

Predictor	Adjusted Square R	df	F	Standardized Coefficient Beta	Sig.
Emotional maturity	0.13	59	10.40	0.39	0.00

As seen from table the Emotional Maturity is as emerged as a significant predictor of the resilience in adolescents. For the Emotional maturity, the obtained adjusted R square was 0.13 for this predictor F = 10.40, p < 0.00. It is stated that predictors have significant impact on criterion variable. The hypothesis Emotional Maturity is the predictor of the Resilience in adolescents was accepted. Earlier studies reported that resilience in adolescents is positively related to self-esteem, self-assessment, and better mental health (Ali M.et. al 2010) The result of the study supported by the findings of Sarangi and Rath (2022) that adolescents with high emotional intelligence have higher scores in resilience than students with low emotional intelligence and adolescents with high emotional maturity have significantly low stress and high self-confidence than those with lower emotional maturity. Previous study shows that significant positive correlation between resilience and emotional stability among adolescents (Chandelkar and Shetty, 2018). The findings of this study will be useful in helping parents and educators develop more positive skills within today's youth. It also makes adolescents aware of their psychological health and helps them make better adjustments and have more flexibility in every situation. While developing the curriculum for the school going adolescents in such a way that it facilitates well-being and mold them to have a sound emotional maturity and wellness in life. It can also help to give information's and guidance on the upbringing of adolescents. The findings have an applicable value. They can be used to develop preventive and educational programs, as well as therapeutic interventions.

Conclusion: The finding of the study reveals that there is positive correlation between Emotional maturity and Resilience in adolescents and Emotional Maturity is the strong predictor of the Resilience in adolescents. help to give information's and guidance on the upbringing of adolescents.

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