

## IMPACT OF GENDER AND PARENTING STYLE ON EMOTIONAL MATURITY OF ADOLESCENTS

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### **Abstract**

*The purpose of the present investigation was to study the impact of gender and parenting style on the emotional maturity of adolescents. There were two independent variables, the first independent variable was a gender that was varied at two levels male and female and the second independent variable was parenting style, which varied at two levels, positive parenting style and negative parenting style, the dependent variable was Emotional maturity. For this purpose, the sample consisted of 80 subjects, 40 males and 40 females of the age range 14-18 years of age. The emotional maturity of subjects was measured by an emotional maturity scale constructed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990). The parenting scale was used in this study for categorizing the positive and negative parenting styles, constructed by R. L. Bhardwaj, H. Sharma and A. Garg (1998). Obtained data were analyzed by using the Mean value, S.D value and two-way ANOVA. The results indicate that parenting style significantly affects the level of emotional maturity of adolescents and gender is not an influencing factor for the emotional maturity of adolescents.*

### **Keywords**

*Emotional Maturity, Parenting Style, Gender and Adolescents.*

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## Introduction

“Mature” emotional behavior at any level of development is that which most fully implies the fruits of healthy growth in all the interacting attributes of the growing individual’s make up which reflects that fruit of normal emotional development. Emotional maturity is one of the necessary components of personality which characterizes multi-trait non-cognitive psychological concepts and it is the effective determinant of personality patterns and also helps to control the growth of adolescent’s development. According to **Walter D., Smithson (1974)** Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both Intrapsychically and Intra-personality.

The vital characteristics of emotional maturity are relative freedom from the well-known set of inferiority, competitiveness and egotism, other important characteristics of emotional maturity are a firm sense of reality, adaptability and flexibility, another feature of emotional maturity consists in the processes of collateralization and socialization, aggressiveness and hostile attitudes are related to emotional maturity and emotional development. Emotional maturity is a process in which the personality is continuously striving for a greater sense of emotional health, both intra-psychically and intra-personally, **Smithson W.S. (1974)**. Therefore, the emotionally mature is not one who necessarily has cop-up and resolved all situations that raised anxiety and possibility but is continually involved in a struggle to gain healthy integration of feelings, continuously in process of seeing himself in clearer thought, perspective and action. An emotionally mature person is active, appreciation of attitudes and behavior of others, habits and hobbies of others, tendency to adopt the views and capacity to delay his responses and gratification of needs **McKinney et.al. (2008)**.

## Emotional Maturity and Parenting Style

The unique patterns of child-raising behavior collected across time and circumstance are referred to as parenting styles **Lamborn et.al. (1991)**. The emotional process refers to the major growth of an adolescent personality, who has a high sense of connectedness to their parents, particularly their mother, tend to be less likely than other youth to engage in antisocial behavior. The relationship an adolescent has with his parent is more important to determine his ability to mature emotionally and socially. Parent-child closeness was associated with lower levels of teenage emotional distress, suicide, aggression, drug usage, and sexual debut age in Teenage Health, **Resnick et.al. (1997)**. An emotionally mature child can make effective adjustments with himself, his peers in the school, members of his family, society and culture. In the present scenario, children, youth, and adults all are facing

problems and difficulties in life and work. These conditions are giving arise from several psychosomatic problems such as anxiety, tension, pressures, frustrations, conflicts, strains and stresses and disturbances and emotional upsets.

### **Emotional Maturity and Gender**

The terms development, maturation and learning all refer to the physical, mental, social, intellectual, emotional and moral changes that a person experiences as he advances through life. Gender implies the required roles and behaviors of a male and female determined by society and civilization. Effective layout of gender rules constitutes an emotionally stable behavioral pattern. Boys and girls are said to have achieved emotional maturity if, by the end of adolescence, they do not “blow up” emotionally when others are present, but wait for a convenient time and place to let off emotional steam in a socially acceptable manner (**Hurlock E., 1981**). Research studies reflect the differences in emotional patterns of males and females which can often be attributed to several confounding factors, (**Dureja et al, (2012)**).

In this regard, several studies were conducted by psychologists. Some psychologists have found a significant positive correlation between emotional maturity and gender differences (**Sinha, 2011, Singh, Pant and Laitonjam, 2013, Mishra and Ranjan, 2008**). Some studies on emotional maturity and parenting present a significant association between parenting on emotional maturity (**Naik and Saimons, 2014, Sethi and Ajawani,2008**).

However, some studies indicate that adolescents with perceived parenting styles of autonomy and responsiveness present higher levels of emotional maturity as compared to those demanding perceived parenting styles (**Trishala and Kiran, 2015**). A study on emotional maturity across gender and level of education found that male students displayed more personality disintegration compared to females (**Wani, 2015**).

On the other hand, some psychologists did not find a significant difference in the emotional maturity of boys and girls (**Dutta, Chetia and Soni, 2015**). Another study showed that irrespective of gender an abusive style of parenting had a significant impact on anxiety but revealed no significant correlation between any constructs of a father’s parenting style with the mental health of the adolescents (**Jahan and Suri, 2016**).

**Jitender and Mona (2015)** investigated that there was a significant gender difference in anxiety and levels of emotional maturity of the students. Male students are more emotionally immature than females on the personality disintegration dimension of emotional maturity (**Wani, Mukhtar Ahmad et.al., 2015**). Parental encouragement had a positive effect on the emotional maturity of boys and girls,

revealing that higher parental encouragement is associated with good emotional maturity and vice-versa (Varshney, 2007).

### **Methodology**

#### **Statement of Problem**

To study the effect of gender and parenting style on the emotional maturity of adolescents.

#### **Objectives**

1. To find out the effect of gender on the emotional maturity of adolescents.
2. To find out the effect of parenting style on the emotional maturity of adolescents.
3. To find out the interaction effect between gender and parenting style on the emotional maturity of adolescents.

#### **Hypotheses**

1. There will not be a significant difference in the emotional maturity of males and females.
2. There will not be a significant difference in the emotional maturity of positive parenting style and negative parenting style.
3. There will not be a significant interaction between gender and parenting style on emotional maturity.

#### **Sample**

A total of 80 adolescents (40 male and 40 female) have been selected as the sample based on the random sampling technique.

#### **Design**

A 2x2 factorial research design was applied in the present research. The data were analyzed to see the significant effect of gender and parenting style on emotional maturity. The independent variables “Gender and Parenting style” were designated as AxB respectively. The first variable- **Gender (A)** has two categories namely **male (A1)** and **female (A2)**. The second variable- **Parenting style (B)** has two distinct categories **positive parenting style (B1)** and **negative parenting style (B2)**. The dependent variable is the emotional maturity of adolescents.

#### **Measuring Tools**

The following tools were used for the measurement of variables under study:

1. **Case record sheet:** It was used to get general information about subjects, like name, age, gender, type of family, and so on.

**2. The emotional Maturity scale** constructed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava consisted of 48 items. This scale had high reliability (.75) and validity (.64).

**3. Parenting Style scale** developed by Dr. R. L. Bhardwaj, Dr. Harish Sharma and Smt. Amita Garg. This scale includes 40 items. This scale had high reliability (.72) and validity (.75).

#### **Procedure for Data Collection**

First of all, the request was made to the principles for granting permission to collect data from the student of their schools and colleges. A rapport was established with the students. The measuring scale of the research was applied to a selected sample of students from different schools and colleges. Verbal consent was taken from the participants and they were given a brief description of the purpose of data collection and were assured that the data collected from them will only be used for research purposes and will be kept confidential. Data were checked, and scoring was done with the help of the scoring key.

#### **Analysis of Data**

A two-way analysis of variance has been applied to find out the significance of the main effect and interaction effect.

#### **Result and Discussion**

The present research paper was an attempt to study the impact of gender and parenting style on the emotional maturity of adolescents. The investigator has selected two independent variables i.e, gender and parenting style. The dependent variable was emotional maturity. Data have been collected to find out the effect of these two independent variables on emotional maturity. A two-way analysis of variance has been applied for statistical treatment. The result of this study are summarized in the summary of the analysis of variance in table no.1

**Table no. 1**  
**Summary of Two-way Analysis of Variance for Emotional Maturity**

Source of Variation	Score of Variation	Df	MS	F	P Value
A (Gender)	137.81	1	137.81	1.03	P>0.01
B (Parenting Style)	1256.113	1	1256.113	9.39**	P<0.01
AxB (Interaction)	171.11	1	171.11	1.28	P>0.01
Within Group	10162.150	76	133.71		
Total	11727.18	79			

**\*\*denotes significant at a 0.01 level of confidence**

**Table no. 2**  
**Mean and SD Table for Gender**

Variable	Level	N	Mean Value	SD
A (Gender)	A1 (Male)	40	80.63	9.77
	A2 (Female)	40	78.00	14.20

**Table no. 3**  
**Mean and SD Table for Parenting Style**

Variable	Level	N	Mean Value	SD
B (Parenting Style)	B1 (Positive parenting style)	40	83.27	11.45
	B2 (Negative parenting style)	40	75.35	11.71

Summary of ANOVA (table no-1) indicates that the obtained F- value [F(76,1)= 137.81; P>.01] for the first independent variable gender is not significant at any level of confidence. It means this factor is not influencing the emotional maturity of adolescents. **Kaur H., (2004)** found no significant differences in terms of gender on the dimensions of emotional maturity. **Dutta, Chetia and Soni, 2015** did not find a significant difference in the emotional maturity of boys and girls also. Table no.2 is also showing the Mean and SD value of emotional maturity scores indicating that the group of male subjects (M=80.63, SD= 9.77) is showing higher than the female subjects (M=78.00, SD= 14.20). But this difference is very minor and not significant at any level of confidence.

Summary of ANOVA (table no-1) indicates that the obtained F- value [F(76,1)= 1256.113; P<.01] related to the second independent variable parenting style is significant at a 0.01 level of confidence. It means that parenting style significantly affects the level of emotional maturity of adolescents. Table no.3 is also showing the Mean and SD value of emotional maturity scores indicating that the group of positive parenting style subjects (M=83.27, SD= 11.45) is showing higher than negative parenting style subjects (M=75.31, SD= 11.71).

From the table-1 shows the summary of ANOVA for interaction between gender and parenting style indicates that the obtained F- value [F76, 1)= 171.11; p>0.01 ] is not significant at any level of confidence.

Emotional maturity is seen as a key factor in the development of a person's personality, conduct, and attitudes, and it aids in the enhancement of interpersonal relationships and self-worth. **Kaplan and Baron (1986)** elaborate on the

characteristics of an emotionally mature person that he can withstand delay in satisfaction of needs. He can tolerate a reasonable amount of frustration. He has belief in long-term planning and is capable of delaying or revising his expectation in terms of the demands of situations. **Kakkar (1999)** found a significant relationship between parental acceptance-rejection with the problems faced by adolescents and concluded that rejection from the parent's side holds a negative relationship with intellectual ability. **Lamborn et.al. (1991)** told that those who have a high sense of connectedness to their parents, particularly their mother, tend to be less likely than other youth to engage in antisocial behavior. Parent-child closeness was associated with lower levels of teenage emotional distress, suicide, aggression, drug usage, and sexual abuse and teenage health.

The above finding presents that closeness with the parents has a positive impact on frustration tolerance and is negatively correlated with emotional distress, suicide, aggression, drug abuse and health, etc. These may be the possible reasons behind these results that students with positive parenting present a higher level of emotional maturity in comparison to those students with negative parenting.

### **Conclusion**

The result can be summarised in the following manner-

1. Gender as an independent variable is not significant.
2. Parenting style as an independent variable is significant.
3. Interaction between gender and parenting style is not found to be significant in the present context.

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