

EMOTIONAL MATURITY AMONG PARENTS OF DISABLED ADOLESCENTS

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In the present circumstances, children and youth are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study of emotional maturity is now emerging as a descriptive science, comparable with anatomy. Emotions dominate our lives. They add color and variety to our lives, which otherwise would be dull. They are the basic stuff out of which all motivation arises. Emotions not only impel us to action but often serve as goals of action also; seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said 'that man is a speck of reason floating on a sea of emotion'. Success in life's endeavors does not depend on one's intelligence alone. One's emotional maturity also plays a significant part in determining whether one's ventures are successful or not. This unit provides the meaning and importance of managing our emotions. Emotional maturity and its importance are also discussed in this unit. Further, the concept of emotional intelligence and Goleman theory of emotional intelligence is discussed in this unit.

Kaplan and Baron (1986) elaborate the characteristics of an emotionally mature person; say that he has the capacity to withstand delay in satisfaction of needs. 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 child has the capacity to make effective adjustment with himself, members of his family, and his peers 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. Mature emotional behavior:

A person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control. Almost all the emotions can be distinctly seen in him and the pattern of expression is easily recognized. He will express his emotions in a socially desirable way. He is able to exercise control over his emotions i.e. sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide. He is not a daydreamer and does not possess the desire to run away from realities. He is more guided by intellect than his emotions. He does not possess the habit of rationalization i.e. he never gives arguments in defence of his undesirable behaviour or improper conduct. He possesses an adequate self-concept and self-respect. He is not confined to himself. He thinks for others and is keen to maintain social relationship. His behaviour is characterised by greater stability. He shows no sudden shift from one emotion to another. Parenting is a life long process and parent's need for support varies depending

on family circumstances, the stage of development of the child, the number of children, the child's behaviour etc. A child's family system plays an important role in the prevention and treatment of behavioural problems. The child rearing practices of parents are an important part of this dynamic. It has been well established that children's early experiences are important and that intervention and support for parents in the early years can stimulate children's intellectual, social and physical development (Riordan, 2001). Parent behaviour can set the stage for children to develop and use coping skills that make them more resilient, or conversely place them at risk for problems. Preventative work with families has been identified by numerous sources as the most effective means of avoiding severe long term problems (Pugh, De'Ath, Smith, 1994; Kamerman & Kahn, 1993).

Surender Sharma and SumanLata (2013). Major objective of the study was to compare emotional intelligence of students studying in KendriyaVidyalaya and Non KendriyaVidyalaya Schools in Ludhiana District. Sample constituted of 100 KV and 100 Non KV students of Standard IX. Emotional Competence Scale by R. Bhara dwaj and H.C. Sharma (1998) used, contains 30 items which measured different dimensions of emotional intelligence. The study revealed that gender does not affect emotional competence and emotional intelligence of KV students is significantly more than that of Non KV students. This shows healthy environment of school play a major role in the personality development of pupils. CBSE curriculum which introduced life skill programs helped KV students to become more emotionally competent. State board should also implement such activities in their curriculum.

Abbas Q (2016) Present study aims to investigate the prevalence of emotional disturbance among children with hearing impairment and intellectually disabled. Sample of 67 children was collected from different rehabilitation centers of Karachi, Pakistan. Intellectually disabled were 35 and with hearing impairment were 32 children. Sample age range was 12 to 18 years with mean age of 14.98 years. One to one session was conducted with parents in order to get history of presenting problem of the child. After getting demographic information, proper instructions were given to a child and then Human Figure Drawing Test (HFD, Koppitz) was administered individually. Data was scored according to manual and was statistically analyzed. Findings reported the prevalence of emotional disturbance was found statistically significant in both intellectually disabled and children with hearing impairment. Further protocols showed various indications of psychiatric disorders i.e. poor integration of personality, intense anxieties, feeling of insecurity and

hopelessness, aggression, impulsivity and poor self-image. It is concluded that intellectually disabled and children with hearing impairment are at high risk of emotional disturbance that is valid indication of psychiatric disorders.

Woodman, A. C., Mawdsley, H. P., & Hauser-Cram, P. (2015). Parents of children with developmental disabilities (DD) are at increased risk of experiencing psychological stress compared to other parents. Children's high levels of internalizing and externalizing problems have been found to contribute to this elevated level of stress. Few studies have considered the reverse direction of effects, however, in families where a child has a DD. The present study investigated transactional relations between child behavior problems and maternal stress within 176 families raising a child with early diagnosed DD. There was evidence of both child-driven and parent-driven effects over the 15-year study period, spanning from early childhood (age 3) to adolescence (age 18), consistent with transactional models of development. Parent-child transactions were found to vary across different life phases and with different domains of behavior problems.

Bane et al. (2012) explored the perspectives of people with learning disabilities on relationships and supports in the Republic of Ireland. A national research network consisting of 21 researchers with learning disabilities, 12 supporters and 7 university researchers conducted the study. Findings suggested that people with learning disabilities have a diversity of experiences and views on relationships and support needed to keep them. People with learning disabilities taking part in the focus groups identified that they need more support from friends, family, and services staff to develop new relationships and keep their existing ones.

Pandey (2000) attempted to investigate the effect of parent-child relationship on learning disability among young children. The sample comprised of 93 mothers and 88 fathers of learning abled (LA) children and 97 mothers and 86 fathers of learning disabled (LD) children. Mothers of LD were found to be significantly different from learning abled ones only on two dimensions namely, strong realism Vs utopian expectation and lenient standards Vs severe moralism. Fathers of LD children did not differ significantly on any dimensions of PCR scale from fathers of LA children. Both LD and LA children were homogenous with respect to their initial strength of super ego. LD children reflected more critical and self-fault finding tendency than LA children. Both the groups were similar in socialisation process and social adjustments.

I. OBJECTIVES OF THE STUDY

- To study and compare Emotional Stability between parents of Intellectual disabled and visually impaired adolescents.
- To study and compare Emotional Progression between parents of Intellectual disabled and visually impaired adolescents.
- To study and compare Social Adjustment between parents of Intellectual disabled and visually impaired adolescents.
- To study and compare Personality Integration

between parents of Intellectual disabled and visually impaired adolescents.

- To study and compare Independence between parents of Intellectual disabled and visually impaired adolescents.

II. HYPOTHESES OF THE STUDY

- There will be no significant difference between parents of Intellectual disabled and visually impaired adolescents with regard to emotional stability.
- There will be no significant difference between parents of Intellectual disabled and visually impaired adolescents with regard to Emotional Progression.
- There will be no significant difference between parents of Intellectual disabled and visually impaired adolescents with regard to Social Adjustment.
- There will be no significant difference between parents of Intellectual disabled and visually impaired adolescents with regard to Personality Integration.
- There will be no significant difference between parents of Intellectual disabled and visually impaired adolescents with regard to Independence.

Sample:

The total sample was comprised of 1000 parents of Disabled adolescents. 50 parents of Intellectual disabled, 50 parents of visually impaired adolescents. The sample was selected randomly from different institutes and NGOs working in disability field of Ahmedabad city.

Variables:

In present research parents of adolescents of different disabilities was considered as independent variable. Scores of various dimensions of Emotional maturity such as emotional stability, Emotional Progression, Social Adjustment, Personality Integration and Independence was considered as dependent variable.

Tool:

In present research following tool was used for data collection

Emotional Maturity by Dr. Yashvir Sinha and Mahesh Bhargava (2012):

Emotional Maturity Scale has a total of 48 items under the five categories given below:

EMS is a self-reporting Five Point Scale. Items of the scale are in question from demanding information for each in either of the five option mentioned below:

V. Much Much Undecided Probably Never
 (5) (4) (3) (2) (1)

The items are so stated that if the answer is very much a score of 5 is given; for much 4, for undecided 3, and for probably 2 and for negative answer of never, a score of 1 is to be awarded.

Reliability:

The reliability of the scale was determined by: 1 Test-retest method, and 2. Internal Consistency.

- Test-retest Reliability- The scale was measured for its test- retest reliability by administering upon a group of students ($N = 150$) including male and female students. The time interval between the two testing was that of six months. The product moment r between the two testing was .75.
- Internal Consistency- The internal consistency of the scale was checked by calculating the coefficient of correlation between total scores and scores on each of the five areas. Table given below, shows the values of internal consistency.

Validity:

The scale was validated against external criteria, i.e., the Gha area of the adjustment inventory for college students by Sinha and Singh. The inventory has 'Gha' area measuring emotional adjustment of college students. The number of items of this area is twenty-one. Product moment correlation obtained between total scores on all twenty-one 'Gha' items and total scores on EMS was .64 ($N = 46$).

Procedure:

The rapport was established with parents of Intellectual disable and visually impaired adolescents. For data collection emotional maturity scale was administered in individual setting. After completion of the data collection, responses of each respondent on tool were scored as per the scoring key of scale.

Statistical Analysis:

After scoring, collected responses were tabulated. To analyzed the data t test was used. SPSS was used for data analysis. Hypothesis were tested at 0.01 and 0.05 level.

Results and Discussion:

Table No.1
 Mean, SD and t value of parents of adolescents of intellectual disability and visually impaired

Area of Emotional Maturity	Intellectual disable ($N=50$)		visually impaired ($N=50$)		t value	Level of significant
	Mean	SD	Mean	SD		
Emotional Stability	20.65	6.10	18.38	5.40	1.99	0.05
Emotional Progression	21.40	6.60	20.25	6.32	1.65	NS
Social Adjustment	19.80	5.16	18.82	4.26	3.98	0.01
Personality integration	20.12	6.65	14.90	4.55	3.80	0.01
Independence	17.90	4.90	14.98	3.80	3.10	0.01

The above table shows the results of t value of emotional stability of parents of intellectual disabled and visually impaired adolescents is 1.99 which is significant at 0.05 level. The mean scores of parents of intellectual disabled adolescents and parents of visually impaired adolescents

were found 20.65 and 18.35 respectively with SD 6.10 and 5.40. The results indicate that significant difference exists between parents of intellectual disabled adolescents and visually impaired adolescents with regard to emotional stability. It implies that parents of visually impaired adolescents have more emotional stability than parents of intellectual disabled adolescents.

The above table shows the results of t value of Emotional Progression of parents of intellectual disabled adolescents and parents of visually impaired adolescents is 1.65 which is not significant. The mean scores of parents of intellectual disabled adolescents and parents of visually impaired adolescents were found 21.40 and 20.25 respectively with SD 6.60 and 6.32. The results indicate that significant difference does not exist between parents of intellectual disabled adolescents and parents of visually impaired adolescents with regard to emotional progression.

The above table shows the results of t value of social adjustment of parents of intellectual disabled adolescents and parents of visually impaired adolescents is 3.98 which is significant at 0.01 level. The mean scores of parents of intellectual disabled adolescents and parents of visually impaired adolescents were found 19.80 and 18.82 respectively with SD 5.16 and 4.26. The results indicate that significant difference exists between parents of intellectual disabled adolescents and parents of visually impaired adolescents with regard to social adjustment. It implies that parents of visually impaired adolescents have more social adjustment than parents of intellectual disabled adolescents.

The above table shows the results of t value of personality integration of parents of intellectual disabled adolescents and parents of visually impaired adolescents is 3.80 which is significant at 0.01 level. The mean scores of parents of intellectual disabled adolescents and parents of visually impaired adolescents were found 20.12 and 14.90 respectively with SD 6.65 and 4.55. The results indicate that significant difference exist between parents of intellectual disabled adolescents and parents of visually impaired adolescents with regard to personality integration. It implies that parents of visually impaired adolescents have more personality integration than parents of intellectual disabled adolescents.

The above table shows the results of t value of Independence of parents of intellectual disabled adolescents and parents of visually impaired adolescents is 3.10 which is significant at 0.01 level. The mean scores of parents of intellectual disabled adolescents and parents of visually impaired adolescents were found 17.90 and 14.98 respectively with SD 4.90 and 3.80. The results indicate that significant difference exists between parents of intellectual disabled adolescents and parents of visually impaired adolescents with regard to independence. It implies that parents of visually impaired adolescents have more Independence than parents of intellectual disabled adolescents.

III. CONCLUSIONS

- Parents of visually impaired adolescents have more emotional stability than parents of intellectual disabled adolescents.

- Significant difference does not exist between parents of intellectual disabled adolescents and parents of visually impaired adolescents with regard to emotional progression.
- Parents of visually impaired adolescents have more social adjustment than parents of intellectual disabled adolescents.
- Parents of visually impaired adolescents have more personality integration than parents of intellectual disabled adolescents.
- Parents of visually impaired have more Independence than parents of intellectual disabled adolescents.

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