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Impact of Home Environment on Emotional Maturity: An Empirical Analysis

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ABSTRACT

This study explores the relationship between home environment and emotional maturity among secondary class students. 200 secondary class students (100 male and 100 female) were selected from private and government/aided schools of dist. Saharanpur of Uttar Pradesh. By administering the Home Environment Scale of Aaliya Akhtar and Dr. Shail Bala Saxena, and Emotional Maturity Scale of Dr. Tara Sabapathy, data was collected. Collected data was analyzed through SPSS to find out the t-test and ANOVA. The findings of this study show that favorable environment plays a significantly positive role in emotional maturity of secondary class students ($F = 6.677$, $p < 0.01$). Though, gender is not a direct significant factor, but can influence the relationship of home environment and emotional maturity ($F = 5.403$, $p < 0.05$). self-control and self-confidence are the dimensions of emotional maturity, which have been found to be influenced by the home environment of students. In conclusion, our findings suggest significant relationship between a supportive home environment and higher levels of emotional maturity. Policymakers and educators should consider family-centered approaches to support adolescent development.

Keywords: Home environment, Emotional Maturity.

INTRODUCTION

The home environment plays a critical role in shaping an individual's emotional and psychological development. Emotional maturity is a key aspect of personal development that influences social interactions, decision-making, and overall well-being. This study aims to empirically analyze how different aspects of the home environment contribute to the emotional maturity of adolescents. The term ‘home environment’ refers

to a variety of moral and ethical norms, as well as the emotional, social, and intellectual conditions created by family members to encourage the healthy growth and development of their children. An ideal home environment includes opportunities for the child to freely express its thoughts, a genuine interest in and love for the child, and the right reward to reinforce the desired behavior.

Bloom (1984)[13] demonstrates that children's learning development is influenced by what parents do at home. An absence of consolation, inferior quality of guardians' language, and absence of invigorating movement at home tend to lessen the home's viability as a learning climate. School success appears to be linked to a community's general socioeconomic level.

Emotional Maturity

Emotional maturity is a crucial aspect of personal and professional development that encompasses the ability to manage one's emotions, express them appropriately, and respond thoughtfully to the emotions of others. Allen B. Brake (1997) defined the emotional maturity as *"...a process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personally."* Understanding emotional maturity involves recognizing the complexities of human emotions and the impact they have on interpersonal relationships. Individuals demonstrating high emotional maturity often exhibit self-awareness, empathy, and resilience, allowing them to navigate challenging situations with grace and composure. The significance of emotional maturity extends beyond individual well-being; it plays a vital role in fostering healthy relationships, effective communication, and collaborative environments in workplaces. As organizations increasingly prioritize emotional intelligence in their employees, it becomes essential for both leaders and team members to cultivate this quality. Developing emotional maturity can lead to improved conflict resolution skills, enhanced leadership abilities, and greater job satisfaction. Moreover, emotionally mature individuals are better equipped to handle stress, adapt to change, and inspire others, making them invaluable assets to any team. In the exploration of emotional maturity, we will delve into its defining characteristics, the benefits it provides in various contexts and strategies for enhancing this essential skill in both personal and professional realms. Using healthy emotion regulatory processes, such as 'positive reappraisal', 'putting into perspective' and 'refocus on planning' are positively associated with higher life satisfaction in old age (Kumar, 2024).

There are several factors which influence the emotional maturity.

i. **Parental Influence:** Research by Diana Baumrind (1967) identified different parenting styles (authoritative, authoritarian, permissive, and neglectful) and their impact on children's emotional development. Authoritative parenting is often linked to higher emotional maturity.

ii. **Emotional Climate:** The emotional atmosphere of the home, including parental warmth, responsiveness, and emotional expression, plays a crucial role in shaping emotional maturity (Maccoby & Martin, 1983).

iii. **Socioeconomic and Cultural Factors:** Studies have shown that socioeconomic status (SES) can impact the resources available within the home environment, which in turn affects emotional development. Higher SES often correlates with more supportive environments conducive to emotional maturity (Bradley & Corwyn, 2002).

iv. **Cultural Norms and Values:** Cultural norms and values also influence parenting practices and, subsequently, emotional maturity. Cross-cultural studies reveal differences in how emotional maturity is perceived and fostered (Kagitcibasi, 1996).

v. **Family Dynamics and Structure:** Family dynamics, including sibling relationships and family cohesion, can influence emotional maturity. Positive family interactions are associated with better emotional outcomes (Repetti, Taylor, & Seeman, 2002). Research on family structure, such as single-parent households or extended families, indicates that these configurations can affect emotional development, though the quality of relationships often plays a more significant role than structure alone (Amato, 2005).

vi. **Environmental Stressors:** Exposure to stressors such as family conflict, domestic violence, or parental mental health issues can hinder emotional maturity. Children in such environments may struggle with emotional regulation and exhibit less mature emotional responses (Cummings & Davies, 1994).

vii. **Delaying Gratification:** Ability of delaying gratification is also associated with the emotional maturity an individual. People with high ability of delaying gratification tend to have more use of adaptive emotion regulation strategies and less use of maladaptive emotion regulation strategies (Kumar & Pareek, 2023).

viii. **Intervention and Support:** Programs aimed at improving home environments, such as parental training and family therapy, have been shown to enhance emotional maturity in children by fostering more supportive and nurturing home conditions (Sanders, 1999).

Previous research has highlighted the influence of family dynamics, parental support, and socio-economic factors on emotional development. Studies suggest that a nurturing home environment fosters emotional regulation, resilience, and empathy. Conversely, adverse home conditions, such as conflict or neglect, can hinder emotional growth. Attachment theory Proposed by John Bowlby and Mary Ainsworth, this theory suggests that the quality of early attachments formed with caregivers significantly impacts emotional development and maturity. Secure attachments are associated with better emotional regulation and maturity (Bowlby, 1969; Ainsworth et al., 1978). According the research findings of Sachin Kumar (2021) attachment pattern among adolescents plays a significant role in the use of various cognitive emotion regulation strategies. Securely attached adolescents use more adaptive cognitive strategies.

Ecological Systems Theory, proposed by Urie Bronfenbrenner, emphasizes the multiple environmental systems that influence development, including the microsystem, which consists of the home environment (Bronfenbrenner, 1979). Bhatnagar, Yadav, and Pinky (2023) studied the social support influences, the achievement levels, motivation, and emotional maturity of youth, and found a moderate negative correlation between emotional maturity and social support of male participants, whereas no significant correlation was found for female participants. Yu, Patel, and Gilman (2021) reported that the children living in

socioeconomically disadvantaged families are at increased risk for neuro-developmental problems and neuropsychiatric disorders.

OBJECTIVES OF THE STUDY

For the present study, we had following objectives:

1. To study the difference in emotional maturity of secondary class students in relation of their home environment.
2. To study the gender difference in emotional maturity of secondary class students.
3. To study the role of gender in the relationship of home environment and emotional maturity of secondary class students.
4. To study the role of home environment in the dimension of emotional maturity of secondary class students.

HYPOTHESES OF THE STUDY

Following hypotheses were formulated for the present study:

1. There is no significant difference in emotional maturity of secondary class students in relation of their home environment.
2. There is no significant gender difference in emotional maturity of secondary class students.
3. There is no significant role of gender in the relationship of home environment and emotional maturity of secondary class students.
4. There is no significant role of home environment in the dimension of emotional maturity of secondary class students.

METHODOLOGY

The methodology for exploring home environment variables involves a systematic approach to assess the various factors that contribute to the overall quality of the home setting.

Research Design: This study employed an ex-post-facto research design, by collecting quantitative data through standardized questionnaires.

Participants: The sample consists of 200 secondary class students, studying in various private and government/aided school of district Saharanpur, Uttar Pradesh. 100 male students and 100 female students were recruited through simple random sampling method.

Data Collection: Quantitative data were collected by using standardized questionnaires assessing emotional maturity and home environment variables. The description of questionnaire is as follow:

i. **Home Environment Scale:** The home environment scale, developed by Aaliya Akhtar and Dr. Shail Bala Saxena, has been used in the present research to assess the home environment of secondary class students. This scale has 50 items related to ten dimensions of the home environment. The test-retest reliability and the split-half reliability of this scale are to be 0.69. The 0.74. the Concurrent validity of this scale was found to be .67.

ii. **Emotional Maturity Scale:** This test has been constructed by Dr. Tara Sabapathy. This scale was developed to assess the 6 aspects of emotional maturity: self-knowledge, self-confidence, acceptance of reality, self-control, social adjustment and consistency. The test-retest reliability and split-half reliability of this scale was found to be 0.81 and 0.78. The validity of this scale was found to be 0.72

iii. **Data Analysis:** Quantitative data were analyzed by using statistical software to identify difference, in terms of mean, standard deviation, t-test and ANOVA, between favorable and unfavorable home environment as well as male and female secondary class students in relation of their emotional maturity.

RESULTS & DISCUSSION

The analysis revealed that the mean score of secondary class students belonging to unfavorable home is 132.85 and of those belonging to favorable home environment is 137.23, as shown in table-1. F-value, shown in table-2, demonstrates that there is significant difference between emotional maturity of secondary class students belonging to favorable and unfavorable home environment ($F = 6.677$, $p < 0.01$). The mean scores of male and female secondary class students were found to be 133.94 and 136.14, respectively, with regard to their emotional maturity. It indicates that the mean score of female secondary class students is higher than the mean score of male secondary class students, but not significantly, as revealed by F-value. The F-value for the interaction of gender and home environment variables, seem to state that gender makes a significant difference in emotional maturity of secondary class students in relation of their home environment ($F = 5.403$, $p < 0.05$). Male secondary class students belonging to favorable and unfavorable home environment were found to have mean scores of 134.16 and 140.30, whereas female secondary class students belonging to favorable and unfavorable home environment were found to have mean scores of 133.72 and 134.94. These results reveal that home environment is more responsible for emotional maturity among female secondary class students as compared to male secondary class students. The role of gender in the relationship of home environment and emotional maturity of secondary class students can be clearly observed in figure-2.

Table-1: Descriptive Statistics for Gender and Home Environmental Differences in Emotional Maturity

Sex	Home Environment	Mean	Std. Deviation	N
Male	Unfavorable	133.72	11.818	50
	Favorable	134.16	11.984	50
	Total	133.94	11.843	100
Female	Unfavorable	131.98	12.473	50
	Favorable	140.30	11.652	50
	Total	136.14	12.715	100
Total	Unfavorable	132.85	12.120	100
	Favorable	137.23	12.157	100
	Total	135.04	12.306	200

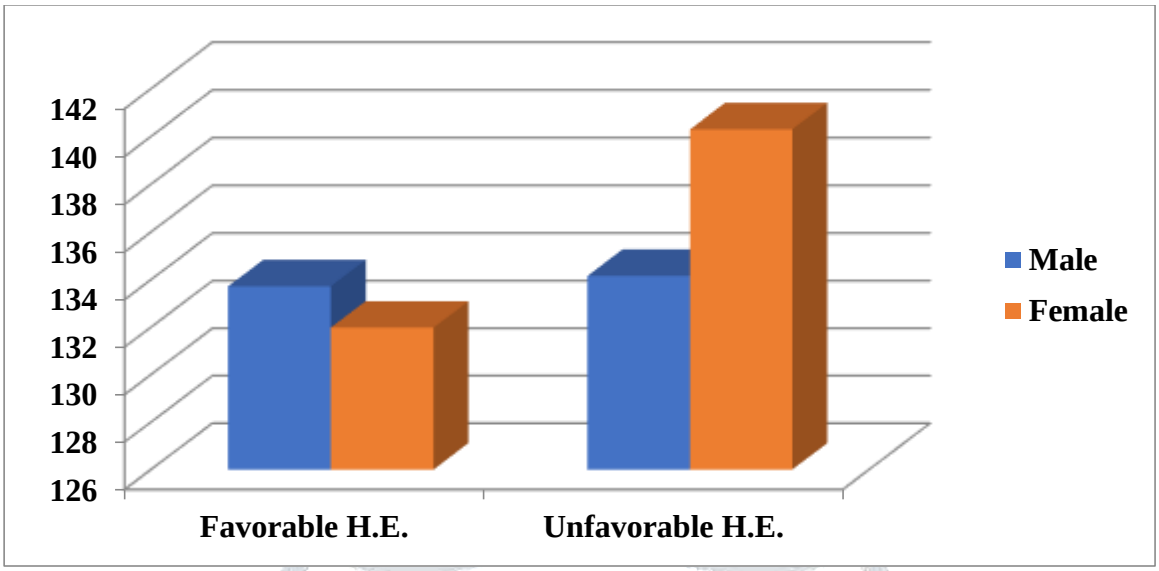

Figure-1: Bar Graph for Gender and Home Environmental Differences in Emotional Maturity

Table-2: F-values for Gender and Home Environmental Differences in Emotional Maturity

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	3647160.320	1	3647160.320	25389.212	.000
Sex	242.000	1	242.000	1.685	NS
Home Environment	**959.220**	**1**	**959.220**	**6.677****	**.01**
Sex * Home Environment	**776.180**	**1**	**776.180**	**5.403***	**.05**
Error	28156.280	196	143.654		
Total	3677294.000	200			

****= Mean Difference is Significant at .01-level;**
***= Mean Difference is Significant at .01-level;**
NS= Mean Difference is NOT Significant.

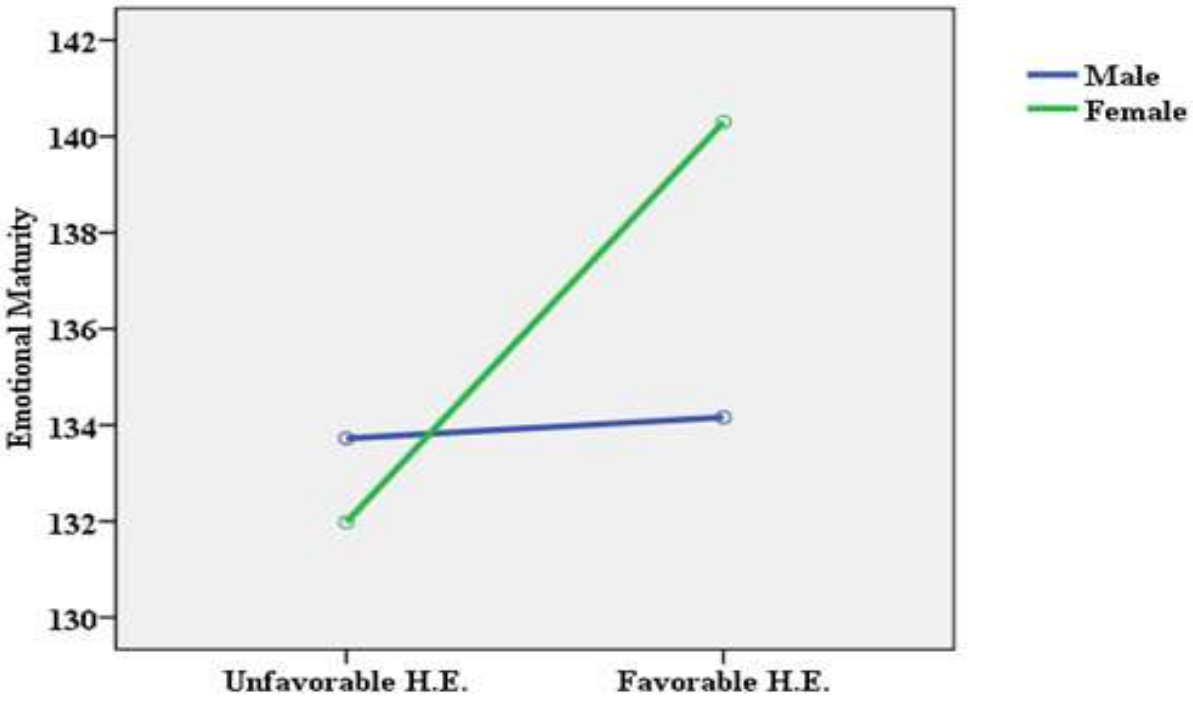

Figure-2: Curve Graph for the Interaction of Gender and Home Environment

Further we can observe the findings regarding the difference in the various dimensions of emotional maturity of secondary class students in terms of favorable and unfavorable home environment. Table-3 shows that self-confidence and self-control are the only dimensions of emotional maturity, which are significantly influenced by the home environment of secondary school students. The students living in favorable home environment reported significantly higher self-confidence (M=19.86) than the students living in unfavorable home environment (M=18.22) ($t=3.275$, $\rho < .01$). In the same way, with regard to self-control also, the students living in favorable home environment reported significantly higher level (M=22.69) than the students living in unfavorable home environment (M=21.78) ($t=1.986$, $\rho < .01$). Hence, it can be said that home environment significantly and positively influences the level of emotional maturity of secondary class students. Other dimensions emotional maturity, have not been found to be influenced by the home environment of secondary class students.

Table-3: t-Value for Difference in Favorable and Unfavorable with respect to Dimensions of Emotional Maturity

Dimensions Emotional Maturity	Type of Home Environment	N	Mean	Standard Deviation	Mean Difference	SE_D	t-Value
Self-knowledge	Unfavorable	100	25.15	3.608	.810	.545	1.485
	Favorable	100	25.96	4.090			
Self confidence	**Unfavorable**	**100**	**18.22**	**3.469**	**1.640**	**.501**	**3.275****
	Favorable	**100**	**19.86**	**3.613**			
Acceptance of reality	Unfavorable	100	22.69	3.863	.010	.561	.018
	Favorable	100	22.68	4.075			
Self-control	**Unfavorable**	**100**	**21.78**	**3.823**	**.910**	**.458**	**1.986***
	Favorable	**100**	**22.69**	**3.351**			
Social adjustment	Unfavorable	100	24.98	3.954	.510	.544	.937
	Favorable	100	25.49	3.740			
Consistency	Unfavorable	100	20.03	2.993	.520	.443	1.174
	Favorable	100	20.55	3.264			

****= Mean Difference is Significant at .01-level.**
***= Mean Difference is Significant at .05-level.**

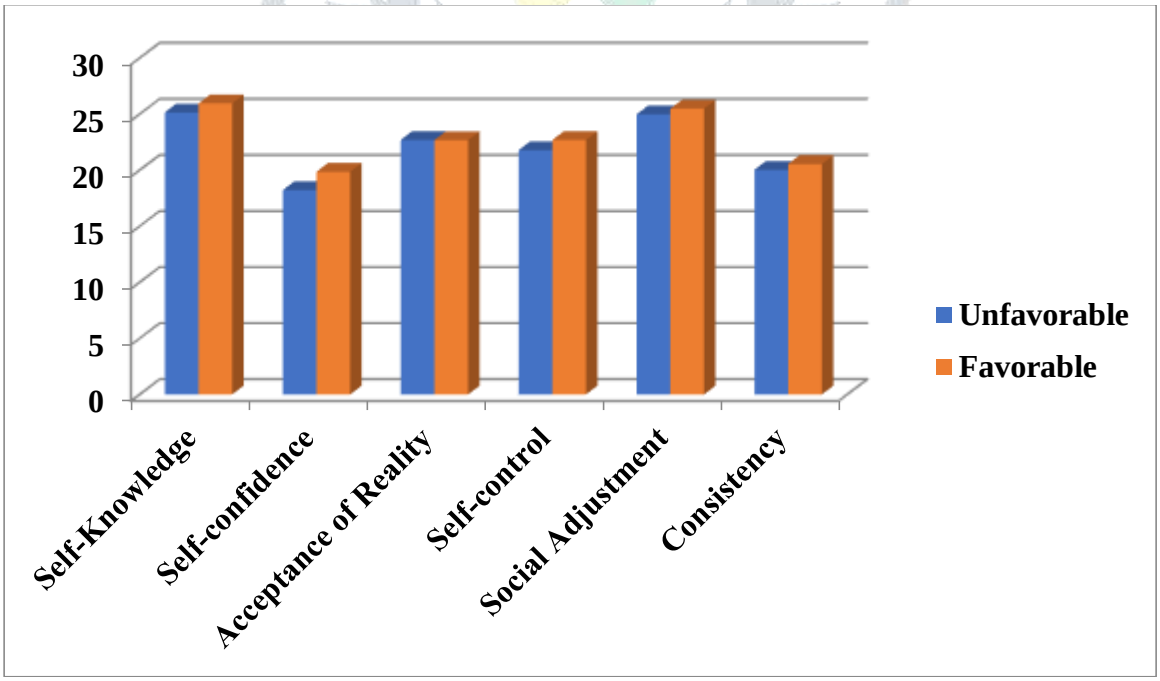

Figure-3: Bar Graph for Home Environmental Differences in dimensions of Emotional Maturity

CONCLUSION, IMPLICATIONS & LIMITATIONS

This research provides empirical evidence of the significant impact of home environment on emotional maturity. The findings corroborate existing literature on the pivotal role of the home environment in emotional development. In the light of obtained findings, following conclusion can be drawn:

1. The hypothesis stating no significant difference in emotional maturity of secondary class students in relation of their home environment, was found to be incorrect, hence rejected.
2. The hypothesis stating no significant gender difference in emotional maturity of secondary class students, was found to be correct, hence accepted.
3. The hypothesis stating no significant role of gender in the relationship of home environment and emotional maturity of secondary class students, was found to be incorrect, hence rejected.
4. There is no significant role of home environment in the dimension of emotional maturity of secondary class students, was found to be incorrect in relation of self-control and self-confidence, hence rejected for the underlying dimensions.

The role of the home environment is importance in shaping students' development and in offering insights on creating a nurturing and supportive environment for their development (Jamba, 2023). Emotional maturity is influenced by various key factors that shape an individual's response to emotional situations. Especially two dimensions of emotional maturity, such as self-confidence and self-control, were found to be influenced by the home environment. One critical influence is early childhood experiences, where the foundation for emotional intelligence is established. Research indicates that children who receive consistent emotional support and validation from caregivers tend to develop stronger emotional regulation skills. Another significant factor is social environment, including peer interactions and community support. Healthy relationships encourage effective communication, empathy, and conflict resolution—all vital components of emotional maturity. The findings regarding the gender difference in emotional maturity are similar to that of Shivakumar (2010), who reported that there is no significant gender difference in emotional maturity of college students. On other hand, in his study Rajesh Kumar (2023), female students tend to be more emotionally matured than male students. Therefore, it can be stated that the findings of the present study regarding the gender difference in emotional maturity is inconsistent with the findings of Rajesh Kumar (2023). The ways, girls regulate their emotions, certainly differ from boys (Kumar & Pareek, 2018). Life experiences, such as overcoming adversity or engaging in reflective practices, significantly contribute to an individual’s emotional growth. In summary, emotional maturity is shaped by a blend of early nurturing, supportive environments, educational opportunities, cultural context, and personal experiences, all of which are integral to developing well-rounded emotional skills.

This analysis highlights the importance of creating supportive environments that nurture developmental progress, ultimately leading to enhanced overall performance and adaptability in a rapidly changing world.

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