

## **Investigation On Emotional Maturity And Cultural Intelligence Among Adolescence Of Kerala**

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**Abstract:** *The study tries to find out the extent of Cultural Intelligence of adolescent students. Also ,tries to know the relationship between Emotional Maturity with Cultural Intelligence among adolescents. A survey technique was used to conduct the study. The sample consists of 900 students from different areas of Kerala state. The findings revealed that the level of cultural Intelligence of adolescents are medium level. Also found relationship of Emotional Maturity with Cultural intelligence for most of the adolescents, except some samples. Thus the findings revealed that social environment and school surroundings should create healthy atmosphere to make culturally intelligent younger generations.*

**Keywords:** *Emotional Maturity, Cultural Intelligence, Emotional Wellbeing, Higher Secondary Students.*

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### **I. Introduction**

The educational success of learner, should not depend on their ability, but schools, community, and families must work together to close – the gaps in attainment. Education should engage the learner with exciting, relevant contacts, and opportunities, for learning through experience and by doing. Schools should be inclusive, creative, which build tolerance, respect, and empathy in young people.

Then how should education be structured to meet the needs of students in 21<sup>st</sup> century world? Definitely schools must be shifted for a life aimed and engaging students in addressing real-world problems, issues, important to humanity, and questions that matter. Not only that, we have to support every learner to enjoy success, no-matter where their talents lie. ..

As adolescent is a stage of stress and storm. It is a time of significant transition from childhood to youth. In this period, they experiences numerous developmental challenges at varying pace including – increasing need for independence, evolving sexuality, transitioning through education, negotiating changing relationship with family and peers. An adolescent’s environment plays a huge role in their identity development. At this stage adolescent give importance to the words and suggestions of their peers. So we have to be cautious, while dealing with an adolescent. So it is inevitable to know what are the thoughts and reflections of the adolescents of the new millennium.

#### **Need of the study:**

It was being felt that the importance of variables – Emotional Maturity, cultural intelligence, for the preparation of a well adjusted, competent, matured personality. Our traditional class room structure involves a heterogeneous group consist of various cultures, traditions, ideas, customs, and behavioral patterns. Among these students, different level of mental ability, intellectual ability, adjustment problems, behavioral disturbances, emotional capacity, social commitment, and multicultural capacity can be found. So to make them all, in a complete mature personality, the role of these, two variables are very important.

Adolescent’s social development depends on the range and quality of interaction, with parent relation. The concept of personal identity refers to a synthesis of values, rules and aspiration that blends past identifications with a vision about oneself moving through the future. Family influences the social expressions of adolescents. Independence is related to how much parents permit adolescents to be involved in decision making. Girls tend to express their independence by assuming more responsibility.

The adolescence period is also marked by increased involvement in risk behaviors that may cause complications. However there is increasing evidence of the significant level of emotional, and behavior difficulties such as depression, anxiety, conduct disorder, substance misuse, and suicidal thoughts are experienced by some adolescents. (Sawyer – 2001).

Likewise the period of adolescent is always changing, so proper guidance and support is not given in the apt situation it will reflect in their activities. If we want to bring up the prosperity of adolescents, and to develop the potentialities, capacities of the nation’s future citizen to the optimum, it is essential to provide relevant guidance, support, and services to our adolescents according to the needs and demands. So this brings need of knowing the level of cultural competency and role of emotional well being of Adolescents to guide them in creative, successful personalities of tomorrow.

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There are several factors that influence the growth of adolescents. First of all they are mentally, physically, and intellectually different. We have a responsibility to identify these differences at the right time and provide them with guidance which would mould them into excellent personalities and ideal future citizens of this great nation. The sole aim of this study is to put forward the crucial factors required for bringing about these fundamental changes in our youth.

### **Theoretical Overview:**

**The detailed description of the concepts are given below**

#### **Emotional Maturity**

According to Brad Hambrick (2013) Emotional Maturity is the ability to differentially and properly identify one's emotions or it is granting yourself the freedom to experience whatever emotions is appropriate to a given situation.

Emotional Maturity means, controlling your emotions rather than allowing your emotions to control you. That does not mean we should hide or repress our emotions, though we can use muscle relaxation, yoga, guided imagery and other relaxation tools to reduce their intensity. According to cognitive behavioral theory, our thoughts, in conjunction with our environment, create our emotions. Fortunately we can control our thoughts or thoughts by becoming aware of our negative and inaccurate beliefs and ideas.

#### **Factors of Emotional Maturity**

Ability to Face Reality – Acceptance:

Ability to Relate well with others

Willingness to be Honest with ourselves

According to Erik Erikson there are eight stages of emotional development.

- Learning Basic Trust versus Basic Mistrust (Hope)
- Learning Autonomy versus Shame (Will)
- Learning Initiative Versus Guilt (Purpose)
- Industry Versus Inferiority (Competence)
- Learning Identity Versus Identity Diffusion (Fidelity)
- Learning Intimacy Versus Isolation (Love)
- Learning Generativity Versus Self-Absorption (Care)
- Integrity Versus Despair (Wisdom)

#### **Cultural Intelligence**

Cultural Intelligence can be consider as a person's capacity to work with a person from other culture, which is unknown to him.

Cultural intelligence is some one's ability to being more skilled and flexible, about understand different cultures, learning more about it, by our own interactions with them (Kohler – 2004). According to Early and Aug (2003), cultural intelligence is the capability to grow personally through continuous learning and good understanding of diverse cultural heritage, wisdom, values to deal effectively with people from different cultural background and understanding. In the present study it is defined as the sum of the scores of the cultural intelligence scale which contains the different components of cultural intelligence. .

The natural by-products of Cultural Intelligence are – refined wisdom attitudes, beliefs and values (Patnaik, 2007).

#### **Attributes of Cultural Intelligence**

Theory of Cultural Intelligence explains about different attributes of Cultural Intelligence which is listed below:

- **It is a State Like Capacity**

It means cultural intelligence is not fixed but that it change based on peoples interaction, efforts and experience.

- **It is Specific Individual Difference Capability**

This is because it focuses on cultural relevant capabilities. It is more specific than general mental ability and personality.

- **It is not Specific to a Particular Culture**

It does not focus on the capacity to function effectively in any situation but more than it.

Cultural Intelligence resides in our Body, Heart and in Head. It means that the whole body have to act the different roles of Cultural Intelligence. The body means that, it indicates by showing our action to understand other cultures and behaviour. Our action and mannerism must prove that we have already entered into their world. By adapting other's habits and customs we convey that we understood their values and beliefs.

Mainly it is the physical aspect of Cultural Intelligence. The heart means that it is the emotional aspects of Cultural Intelligence. It is the ability to accept and adopt for the personal satisfaction through our methods. It reveals that we adopt a new culture, by overcoming obstacles and barriers. Everyone can do that only if they believe in their own efficiency. The Head means it is the cognitive aspect of Cultural Intelligence which we use to distinguish the belief and styles of other culture. It also help us to prevent from making foolish misunderstanding when communicating with others.

**Variables of the Study**

Cultural intelligence is the dependent variable. Emotional Maturity is the independent variables in the present study.

Gender, Locale, Religion and Subject of Specialization were treated as classificatory variables.

**Objectives of the Study**

1. To identify the level of cultural intelligence among Adolescents of Kerala.
2. To find out the relationship between cultural intelligence and emotional maturity of Adolescents based on different subsamples.

**Hypothesis of the study**

1. Adolescent student posses maximum level of Cultural Intelligence.
2. There exist significant relationship between Emotional Maturity and Cultural Intelligence of Adolescents of Kerala,

**II. Methodology**

Descriptive Survey Technique was used to conduct the study.

**Participants**

The sample for the present study consist of 900 higher secondary school students which were selected from 18 higher secondary schools in North, Middle and West regions of Kerala. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the pupils, locale of the school, religion, type of the school management and subject of specialization.

**Instrument**

For the purpose of collection of data related to the present study, the following tools were employed.

1. Emotional Maturity Scale (Vijayan & Jaseena , 2013)
2. Cultural Intelligence Scale (Vijayan & Jaseena , 2013)

**Scale of Emotional Maturity (SEM)**

Tool was prepared based on the different theories which explained the five components of Emotional Maturity.. Each statement was prepared based on the characteristics of each components. The tool consists of 40 statements among them 22 were positive and rest is negative. The responses were given as 3 point scale.

**Cultural Intelligence Scale (CIS)**

The CIS consists of statements based on the three components of cultural intelligence, cognitive, physical and motivational dimensions. It was a five point scale which was consists of 40 itemes out of which 23 were positive and 18 were negative items.

**Statistical Technique Used**

The collected data was analyzed through the statistical techniques – preliminary analysis, t test. & correlation.

**III. Result and Discussion**

Interpretation is the process of establishing inferences from the collected facts after analytical study. The usefulness of collected data is in its proper interpretation. The task of analysis is incomplete without interpretation. The details of analysis are given below.

**Table 1: Level of Cultural Intelligence of Higher Secondary Students**

Sl. No.	Category	Level of Cultural Intelligence						Total N
		High		Average		Low		
		N	%	N	%	N	%	
1.	Boys	63	13.58	314	67.67	87	18.75	464
2.	Girls	82	18.81	303	69.50	51	11.70	436

3.	Humanities	44	15.77	189	67.74	46	16.49	279
4.	Science	45	18.44	168	68.85	31	12.70	244
5.	Computer Science	32	17.88	132	73.74	15	8.38	179
6.	Commerce	24	12.12	128	64.65	46	23.23	198
7.	Rural	75	16.67	315	70.00	60	13.33	450
8.	Urban	70	15.56	302	67.11	78	17.33	450
9.	Government	54	18.06	215	71.91	30	10.03	299
10.	Aided	46	15.33	202	67.33	52	17.33	300
11.	Unaided	45	14.95	200	66.45	56	18.60	301
12.	Hindu	101	17.57	387	67.30	87	15.13	575
13.	Muslim	33	12.84	182	70.82	42	16.34	257
14.	Christian	11	16.18	48	70.59	9	13.24	68

From the table it can be seen that in the case of gender, the percentage of girls (18.81) in the Higher group of Cultural Intelligence, is slightly higher than boys (13.58). In the case of stream of study, percentage of Science stream students (18.44) is high and Commerce stream students (12.12) is less in the higher group. Similarly in the case of locality, students from rural (16.67) area is top in the Higher group than those from urban area. Table again shows that percentage of students from Government school (18.06) is high than that of Aided (15.33), and Unaided (14.95) in the higher group of cultural intelligence. For religion, it can be seen that Hindu (17.57) students are slightly high, while comparing with other religion in the high group of cultural intelligence.

**Relationship between Emotional Maturity and Cultural Intelligence:**

The relationship between Cultural Intelligence and Emotional Maturity are discussed in following Table 2

**Table 2: Correlation between Cultural Intelligence and Emotional Maturity for Total Sample and Subsamples**

Sl. No.	Variable	Sample	N	Correlation 'r'	Level of Significance
1.	Cultural Intelligence & Emotional Maturity	Total	900	0.2097	0.01
2.		Male	464	0.2602	0.01
3.		Girls	436	0.1559	0.01
4.		Science	244	0.1737	0.05
5.		Humanities	279	0.1326	0.05
6.		Computer Science	179	0.2345	0.01
7.		Commerce	198	0.2929	0.01
8.		Urban	450	0.1754	0.01
9.		Rural	450	0.2508	0.01
10.		Government	299	0.1997	0.01
11.		Unaided	300	0.3033	0.01
12.		Aided	300	0.1206	0.05
13.		Hindu	575	0.1894	0.01
14.		Muslim	257	0.2365	0.01
15.		Christian	68	0.3578	0.01

N.S. indicates not significant at 0.05 and 0.01 level

The data from the above table shows that correlation between Cultural Intelligence and Emotional Maturity is found to be statistically significant for total sample (r= 0.2097), Boys (r= 0.2602), Girls (r= 0.1559), Urban Students (r= 0.1754), Rural Students (r= 0.2508), Government Students (r=0.1997), Aided Students (r=0.1206), Unaided School Students (r=0.3033), Hindu (r=0.1894), Muslim (r=0.2365) and Christian (r=0.3578) Students at 0.01 levels of significance. It also reveals that the correlation is significant for students from Science stream (r= 0.1737), Humanities stream (r= 0.1326), Computer Science (0.2345) and Commerce (0.2929) at 0.05 levels of significance.

The data also shows that all the coefficient of correlations is positive irrespective of their significance. This positive sign of the coefficient indicates that, increase in one value will result increase in the other value. That is a high value in Emotional Maturity leads high value in Cultural Intelligence.

Partial correlation method also is used to find out the relationship of Emotional Maturity and Cultural Intelligence when the effects of some other variables are Partial out. The partial correlation for the whole sample and subsample were also found out. The significance of the result is tested by calculating 't' value. The details are given below in the table 2

**Table 2: Partial Correlation between Emotional Maturity and Cultural Intelligence**

Sl. No.	Variable	Sample	N	Correlation 'r'	Level of Significance
1.	Emotional Maturity and Cultural Intelligence	Total	900	0.184	0.01
2.		Boys	464	0.234	0.01

3.	Girls	436	0.126	0.05
4.	Science	244	0.151	0.05
5	Humanities	279	0.120	0.01
6	Computer Science	179	0.238	0.01
7	Commerce	198	0.274	0.01
8	Urban	450	0.209	0.01
9	Rural	450	0.154	0.01
10	Government	299	0.196	0.01
11	Unaided	300	0.103	NS
12	Aided	300	0.207	0.01
13	Hindu	575	0.159	0.01
14	Muslim	257	0.233	0.01
15	Christian	68	0.277	0.05

*N.S. indicates not significant at 0.05 and 0.01 level*

*Controlled Variables: Parenting Styles and Social Competence*

It can be found from the above table that correlation between Cultural Intelligence and emotional maturity is found to be statistically significant for total sample ( $r=0.184$ ), Boys ( $r=0.234$ ), Humanities (0.120), Computer Science (0.238), Commerce (0.274), Urban (0.209), Rural (0.154), Government School Students ( $r=0.196$ ), Aided School Students ( $r=0.207$ ), Hindu (0.159) and Muslim (0.233) Students ( $r=0.103$ ), at 0.01 levels of significance. It also reveals that the correlation is significant for Girls (0.126), Students from Science Stream (0.151), and Christian Students (0.277) at 0.05 levels of significance. From the table it can be concluded that the correlation is not statistically significant for students from Unaided stream.

The data also shows that all the coefficients of correlation are positive irrespective of their significance in all categories except for total sample. This positive sign of the coefficient indicates that, increase in one value will result increase in the other value. That is a high value in emotional maturity leads high value in Cultural Intelligence.

#### IV. Conclusion

The percentage of girls is slightly higher than boys in the High group of Cultural Intelligence. In the case of stream of study, percentage of Science stream students are more and Commerce stream students are less in the High group of Cultural Intelligence. In the case of locality, students from rural area are more in the High group of Cultural Intelligence than those from urban area. The percentage of students from Government school more than that of Aided, and Unaided in the High Cultural Intelligence group. For religion, it can be seen that students from Hindu religion are slightly more while comparing with other religion in the High group of Cultural Intelligence

The study reveals a positive and significant relationship between Cultural Intelligence and Emotional Maturity for the total sample and sub-samples of boys, girls, Science, Humanities, Computer Science, Commerce, Urban, Rural, Government, Unaided, Aided students, Hindu, Muslim and Christian students.

#### Implication

- The variable emotional maturity has major role in shaping cultural intelligence of higher secondary school students in the case of total sample and in all other sub-samples.
- So it is estimated that emotional maturity is the only major component which help to mould the entire cultural competency of higher secondary school students.
- Hence attempts should be made to students that their emotional level is stable all time. Thus it emerge the need of maintaining the stage of emotional maturity in normal to keep a student culturally competent.
- There is, need of creating a school environment that guarantee physical enjoyment, psychological development and emotional well balancing of the students to promote social, inter personal and mental competency.
- Parents should minimise restrictive activities and they should enquire about the problems in life of adolescents including their friendship and peer interaction.

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