

Relationship Between Emotional Maturity And Peer Pressure Among Adolescents From Private Schools And Colleges Of Karachi: A Correlational Study

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Keywords: peer pressure, emotional maturity, adolescents.

I. Introduction

Adolescent is a stage where transition from child hood to adult hood takes place (Kolawole A. &, 2015)It is biologically and psychologically proved that there is an age bracket with plus and minus age of adolescence in children in their peak of youth where they experience a lot of changes in their body. These changes involve both physical and hormonal resulting in positive and negative effects it may lay on child's psychology, emotions, behavior, thoughts, perceptions and views. In such a transition the important behavior shown by teenagers and adolescence is their dependency on their peers and distancing form their family especially when it comes to make choices and decisions and extending ethical values in life (Uslu, 2013).

The age of adolescence, rendered by lifespan developmental psychologists, befalls since the age of 13 to19 years, is vulnerable and viewed as a period of "storm and stress. Peer pressure may result in both positive and negative impact on adolescents even without a sense of realization that it actually is bringing tremendous changes in the overall thought process of an individual and it is also considered as a continuous learning process (Gulati, 2017).WHO considers this age bracket more broader by quoting 10years to 19 years of age as the age of Adolescence.

Moreover, the content also shows the relationship of parent and a child effects the emerging emotional autonomy from parents' side (Steinberg, 1993).Having said that the whole idea of the impact of peer pressure on an adolescent effect his emotional wellbeing in both positive and negative way and that is the area of concern in this study.

Numerous scholars highlight that adolescent's sense mainly solid urge to fit to a certain crowd, which can lead adolescents to absorb and get in to immoral and unsafe conducts (; (Adriaansz, 2002,2008).An important point of discussion considering the adolescents and their relationship with their peers is their changing behavior and language ,however this influence is both positive and negative. (Adriaansz, 2002).

Adolescence is an age where amendment from child hood to maturity takes place in a way that this conversion is both physical and psychological brining emotional changes to it too. Maturity in real sense meaning fully ripe but in psychological study in terms of individual development it means to be flexible to situation and circumstances. When individual interacts with other people and fellows they grow and get mature because that is how they learn how elders and other peers converse, what kind of topics do they talk about ,how do they deal with

troublesome situation ,how they deal with other fellows ,what are their priorities in life ,what are their likes and dislikes .This is how they learn to deal challenging situations in their lives easily as they have keenly observed these things .Mature person can deal with the most painful situation at ease and with serenity .when we talk about emotions it is an impulse in response to some behavior of other or some unexpected situation or may be a thought that hinders an individual or is unpleasant. Emotion is derived from Latin Language which means stirring up or mixing up .Different people express emotions in different ways and it is very important in a person's life .it is a game of physical and psychological happenings in mind and body that a person has to deal with .They are important because they have a major role to play in cognitive and behavioral abilities .They have a huge impact on our decisions in life as well. These emotions will lead an individual to take decision in his life. (Kolawole, 2015).

(Skinner, 2001)described emotional maturity as ones ability to realize his potential to deal with social interactions and affairs .it is the ideal setting of mind where one knows what is best for him an tries to achieve it . It is about adoring and enjoying beautiful moments of life and being full of life .an Emotionally Mature person feels achieved and strong .they have control over their anger and emotions and can empathize for others while behaving modestly in social interactions. (Seoul, 1951)

The study aims to find out the association between emotional maturity and peer pressure that an adolescent deal with in his life being among his peers and its impact on their lives .it happens almost every single day and there may or may not be individuals who face this peer pressure .Nevertheless, if this is the state, there insights and ideas are regarding. Keeping in mind the immature mindset of adolescent and not having the ability to understand what is right and

good for them, they get victimized by this pressure and are then unable to handle matters by themselves ,resulting in the declining of emotional wellbeing .this study will help adolescents ,other readers ,researchers ,learners ,teachers and parents understand the sensitivity behind this matter and get clear understanding of it as to how much emotional maturity given by the parents can help adolescents face peer pressure in their lives.

1.1 Rationale of the study

Emotional Maturity and peer pressure is considered as an important factor in the life of adolescents in terms of shaping their behaviors and attitudes .The importance of studying these two constructs together is to find their role in the life of adolescent individually and their effect mutually. It is the emotional Maturity that aids the adolescents in building the ability to control negative impulses and emotions tactfully and smartly which help them lead their lives peacefully and help them enjoy it .The emotions like fear, anger, love, and sympathy are all going to impact their lives and shape their behavior if not controlled decently .An Emotionally Mature adolescent can showcase his emotions and would not be influenced by the negativities of peer pressure around him. Considering the rising crime rate and involvement of adolescents in it, the suicidal attempts and cases and clearly decreasing emotional health of youngster's demands more of such topics to be studied ((Olweus, Nansel et al., & Swearer, 2001)

1.2. Background

One of the aspects of personal experience that results from a composite relationship of functional, cognitive, and environmental factors is emotion (Singaraelu, 2008). When someone can express their emotions appropriately and under acceptable control, they are said to be emotionally mature ((Doss, 2007)). (Bernard, 1954) identified the following characteristics of emotionally mature behavior: Restraining the

direct appearance of undesirable reactions; developing positive, up-building emotions; increasing satisfaction from socially acceptable responses; increasing reliance on actions; being able to make a decision and not be overly anxious with. (Maurice, 2010) shared levels of emotional maturity in his book 'The Secret of Maturity' as follows: Emotional Honesty, Basic Emotional Responsibility, Emotional Openness, Emotional Assertiveness, Emotional Understanding and Emotional Detachment. (Bohl, 2008) Described certain customs to represent emotional maturity like it is the capability to surface reality, the ability to empathize with others and inclination to be straightforward with ourselves.

It is innate that adolescents are more expected than kids or grown-ups to take life threatening risks, as displayed by elevated rates of testing with alcohol, tobacco, and drugs, isolated sensual actions, ferocious and nonaggressive crime, and wild driving (Steinberg, 2008). one of the vigorous commentators of aberrant enactment in adolescence is relationship with wrong peers, and relationship that has been attributed in varying magnitudes to peer interactions with other people (e.g., "deviancy training"; (Dishion, 2002)) and relationship choices, where venturesome adolescents obviously drop towards one another (e.g., (Ennett, 1996))Peer groups deliver support, safety, affiliation, self-rule, assertiveness and mutual practices to adolescents, and peer pressure is "the inspirations and forces adolescents sense from their peers" ((Adriaansz, 2002))

There are many researches which proves that adolescents arise a strong urge to be associated with some developed and well known group of students who are famous, socially accepted, have strong opinion, liked and loved by others .this urge make them do things which are socially not admired they lose the ability to discriminate between right and wrong .they forget that there must be other risks involved with it. ((Adriaansz, 2002); (Berten, 2008)).

Emotional maturity is not rigid or irreversible but a longitudinal process of evolution of an individual's personality ,it is a way of carrying one's feelings ,thoughts and behavior ((Singaravelu, 2008)).it can be considered as way of controlling one's impulse and spark that triggers in them due to any unpredictable happening or unexpected scenarios through Self and Ego ((Smitson, 1974)). According to L.J. Saul, maturity includes the ability to live independently, the ability to show responsible attitude and being productive in increasing quality of life .having a purposeful life ,lesser ego to show and more empathizing for others ,being more competitive and no complexes or grudges ,control over anger and firm control over negative impulses ((Cliner, 1981)).

These days the exposed and easy to access uncensored content, with effortless approach to information has significantly increased communication gap within families and parents have lesser say in children's matters and reduced role to play in their adolescent's life .The barrier automatically increases conflicts, distress, disputes, anxiety and stress leading to the emotional imbalance which is obvious from suicidal, theft, rape cases and alcohol intake ((al, 2021)

1.3. Research Gap:

This is a common approach to defining a problem in the social sciences and Educational Psychology that Adolescence is a period where alteration from child hood to maturity takes place in such a way that the whole body goes through physiological, psychological and emotional changes. ((& Kolawole, 2015)).In such a transition the important behavior shown by teenagers and adolescence is their dependency on their peers and distancing from their family especially when it comes to make choices and decisions and extending ethical values in life (Astri Tanjung Mutia, 2019).

Peer pressure may result in both positive and negative impact on adolescents even without a sense of realization that it actually is bringing tremendous changes in the overall thought process of an individual and it is also considered as a continuous learning process (Gulati, 2017). Peer disapproval is also very harmful. It may lead adolescents towards negativities. The most common are drugs addiction, Violence, pre Sexual impulses etc (Esiri, 2016)

Since adolescence is the age of identity crisis which leads to sensitive emotional imbalance. The kind of relationship adolescent develops with their parents decides their capability to develop emotionally. The emotional development and maturity of an adolescent is vital as they need to carry out important jobs in future and take care of important tasks related to their family living and play societal roles. Emotional Maturity requires stabilization and control over emotions, social adjustment and showing serenity and calmness. This maturity is fostered with healthy and positive home environment. Emotional Maturity gives the person a set of skills that help them to deal with the difficult challenges of life. (Singh, 2017)

The process of a person's personality evolving through time, emotional maturity is a manner of carrying one's feelings, ideas, and conduct. It is neither inflexible nor irreversible ((Singaravelu, 2008). It may be viewed as a method of managing one's impulsiveness and spark that arises in response to any unplanned event or unexpected circumstances through self and Ego (Smitson, 1974) Emotional Maturity facilitates a person to have a clear aim in life, being more productive and competitive embrace failures with dignity, face complexes with pride, controlling anger smartly and manage impulsive reactions (Cliner, 1981).

In Past peer pressure is associated with fame, popularity, conformity, drug addiction, Violence, Negative sexual Impulse in adolescent boys and

girls In other researches it is associated with academic achievement of adolescents and the parental involvement as well. There are researches where peer pressure is associated with emotional maturity. However, these constructs are studied in different terms and domains.

The Gap of studying Emotional Maturity and Peer pressure together is then identified and aim to research in Urban cities of Sindh Pakistan to find out if they are correlated or not and if yes to what extent. Since both these constructs are considered to have an important role to play in the life of adolescents and Karachi being the huge metropolitan city, where people from different backgrounds, speaking different languages, having different home environment belong to. Such study would yield greater and extended results and can be of great interest for any other city with such settings.

In light with the research background the study has to be undertaken to find out the association between emotional maturity of adolescents and Peer pressure.

1.4. Research Problem:

Keeping in view the vulnerable state of adolescents and their diversion towards risky and negative traits gives fumes to the assumptions that this might be because of the lack of maturity, consciousness, understanding and self-control. Since the studies related to Emotional Maturity drives and directs towards these constructs of wise decision making, self-control, impulse control etc. there can be a relationship between these two constructs. Study aims to find out the relationship between the two constructs among Adolescents of private schools and colleges of Karachi, Pakistan to draw conclusion.

1.5. Research Objectives:

To determine the relationship between Emotional Maturity and Peer Pressure among Adolescents

of Private schools and Colleges in Karachi Pakistan

1.6. Research Questions:

What are the factors that influence the emotional maturity of adolescents?

- Is there a relationship between peer pressure and emotional maturity amongst adolescents of Private Institutes?
- What is the direction of relationship between Emotional Maturity and Peer Pressure dealt by adolescent of private schools and colleges in Karachi?

1.7. Hypothesis of the Study:

There is no significant relationship between the Emotional Maturity and peer pressure among adolescents of private schools and colleges in Karachi Pakistan.

1.8. Definition of Key Terms:

The operational definitions of the terms used in the present study are:

1.8.1. Peer Pressure:

Peer pressure is the force and casted influence laid on adolescents functioning with them .An individual is influenced so much that his mind accepts the peers completely and starts telling the person that whatever his peers are doing is right and if he wants be accepted within his fellows he needs to do the same .it can be both positive and negative. Dealing with it requires you to be functioning in balance and do not get influenced by it.

1.8.2. Emotional Maturity:

Emotional Maturity facilitates a person to have a clear aim in life, being more productive and competitive embrace failures with dignity, face complexes with pride, controlling anger smartly and manage impulsive reactions (Cliner, 1981).

In this state the personality tries to achieve the best of all the proposed features related to inter

personal and intra personal life .It deals with the important domain of self-acceptance. (Smitson W. D., 1974)

1.8.3. Adolescent:

Adolescent is a stage where transition from childhood to adulthood takes place. (Kolawole A. &, 2015)It is biologically and psychologically proved that there is an age bracket with plus and minus age of adolescence in children in their peak of youth where they experience a lot of changes in their body. These changes involve both physical and hormonal resulting in positive and negative effects it may lay on child's psychology, emotions, behavior, thoughts, perceptions and views. In such a transition the important behavior shown by teenagers and adolescence is their dependency on their peers and distancing from their family especially when it comes to make choices and decisions and extending ethical values in life (Uslu, 2013)

1.9. Delimitation of the Study:

For the present study was delimited in the following aspects:

1. The state of Pakistan has four provinces and we did this study in Sindh Karachi. The study was restricted to only one province
2. The study was delimited to the adolescent students of secondary school, colleges and first year of university level only.
3. Eight private schools /colleges and universities were selected for the collection of data in the present study.
4. The present study was delimited to 100 students.

2. Literature review

2.1. Theoretical framework:

Urie Bronfenbrenner's Ecological Theory explains that there is an inverse relation between

person and his setting which is activated, function and is evolved over time. These are named as proximal processes (PP) (Morris, 1998).there are the main factors in establishing ones personality. It works in two different domains 1: dysfunction and the other is 2: competence. Competence is exhibiting acceptance and gain knowledge and skills while, Dysfunction is the index of complications ones face to control anger and other emotions and maintain control over his/her behavior. (Lerner, 2006)

Skinner (Skinner, 2001) described emotional maturity as one's ability to realize his potential to deal with social interactions and affairs .it is the ideal setting of mind where one knows what is best for him an tries to achieve it . It is about adoring and enjoying beautiful moments of life and being full of life .an Emotionally Mature person feels achieved and strong .they have control over their anger and emotions and can empathize for others while behaving modestly in social interactions. (Seoul, 1951)

Emotional Maturity facilitates a person to have a clear aim in life, being more productive and competitive embrace failures with dignity, face complexes with pride, controlling anger smartly and manage impulsive reactions (Cliner, 1981)

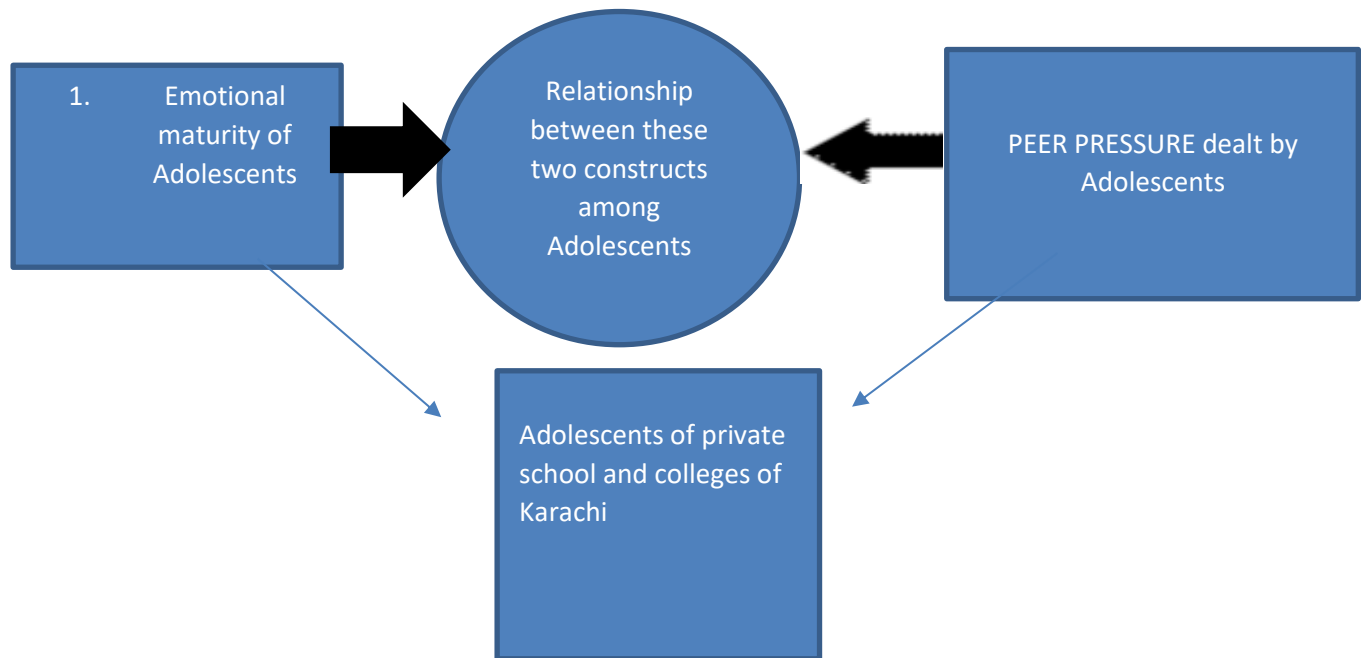
In this state the personality tries to achieve the best of all the proposed features related to inter personal and intra personal life .It deals with the

important domain of self-acceptance. (Smitson W. D., 1974)

J.D. Carter (1974) shared five domains of a personality :realize oneself and the other person, develop one's skills and abilities and achieve the task of living ,live in present but have clear goals for future, having a strong value system ,have a realistic view of your own and the other person you are dealing with .Maturity is the expansion of one's sense of his personality, having healthy relationships, emotional control, realistic view of life, ready to learn skills, achieve tasks, and a unified attitude of life. Social relationships, emotional stability, and self-confidence make up emotional maturity (Allport, 1963).

Peer effect amongst adolescents does not straight away disturb them in an adverse way but it differs in how much an adolescent is taking it to his mind and getting affected by it (Mosha, 2017)). When the students get the support and admiration they lack, from their peers, this may be a spark a push force, an stimulating factor for them to excel as well and it may surpass its ability and distillate more relating to his findings and do good in the academic tasks in school. Peer pressure has its positive and negative effects. Teenagers look for autonomy and wants to do things on their own seeing others doing the same and they want to find acceptance from their friends and not parents and relatives (Olalekan, 2016) .

2.2. Conceptual Framework:



This study aims to dig deeper to identify the relationship and association of Emotional Maturity of Adolescents and Peer pressure of Adolescents which they deal with. Relationship of these two is what this study is interested in knowing and this relationship will help the related people to understand the importance of the two constructs and help work on it to be better able to cope with the negative peer pressure by working on their emotional Maturity or helping others to cope with it. A test of correlation will establish whether there is a linear relationship between two variables or not.

2.3. Literature Review:

The term peer pressure is not new in this era in fact it is the most common term when problems related to teens and adolescents are discussed. Children have peer pressure around them in all ages but it gets noticeable only when they are in their middle school and gets more intense with time (Haun, 2011). It is the direct or indirect influence on students, people, and members of social groups with similar and mutual interests, experience, or social status they are working in.

a peer group, individuals most likely adolescents are prone to get affected by a person's thoughts, ideas and behavior. An adolescent or an individual and peers may be triggered and want to follow what their peers do by changing their ideas, thoughts, behavior and attitudes to those of the manipulating group or people. There may be positive or negative effects both on an adolescent.

This study offers an overview on the topic from educational psychology, with a key element as students and their behavior and wellbeing that might be of interest and students of this age are vulnerable to get influenced due to peer pressure. Students often channelize their anxiety at growing up and developing their own unique identity. Peer pressure is repeatedly realized through the adolescence point of a youth as they frequently pursue relief between their peers and aim to do what their peers perform and practice despite of how meaningful it is or how good or bad it is for them. Adolescent is a stage where transition from child hood to adult hood takes place (Kolawole A. &, 2015)

There are social groups which involve people and individuals with in them and it is susceptible that people get influenced by others working in same environment just the way the firms and big organizations get affected by their rivals. Just like the firms and companies who need to have acceptance in the market economy to prove themselves, they get effected by big names and try to follow them to get accepted likewise humans especially adolescent in their age do in their lives.

Peer pressure can shake adolescents and learners of all backgrounds, demographics, casts, creed, area, places, masculinities and ages. There are already many researches and studies done on the impact of peer pressure on adolescent's physical and mental health .out of many there are major researches which addresses the negative aspect of peer pressure which can be controlled by parents, teachers, adolescent themselves if they have a conscious take on it and they are ready to fight with it (Og0nsakin, 2015)

Maturity can be defined about number of aspects .According to psychosocial domain .it is the ability to appropriately respond to a situation be it problematic or normal random situation. Emotional Maturity help an individual evolve over time to shape his conduct, manage his emotions, carry his feelings, perceive his point of view, and create his ideas in a decent and reputable way which is equally acceptable by the society. Emotional maturity is flexible and reversible as well (Singaravelu, 2008).It helps the individual control his impulses and stimulus and urges in a sane way, in a deeper way it can be said that it is a control over Ego (Smitson, 1974).Emotional Maturity enables the individual to live of his own free will, accept and handle responsibilities and contribute his role in society to have a better quality of life (Saul, 2008).

Emotional Maturity facilitates a person to have a clear aim in life, being more productive and competitive embrace failures with dignity, face

complexes with pride, controlling anger smartly and manage impulsive reactions (Cliner, 1981).

3. Methodology of Study

3.1. The Research Design

It Is a Quantitative research in which a **correlational research design** is used which is a **Non Experimental Research Method** to identify a relationship between the two variables.

3.2. Population

Population for this study is High school and College Adolescents of private schools of Karachi Pakistan. Schools and Colleges were selected based on researcher's convenience

3.3. Sample Technique:

Sample for the study are both Female and Male Adolescents from various Private schools and colleges of Karachi. Their age range was 14 to 22 years. The representation of gender of the respondents was kept under consideration. The sample for the present study consists of 100 respondents selected based on **Non-Probability Convenience sampling**. **Convenience sampling** because it was easy for the researcher in terms of access, geographical proximity and availability at the given time and willingness to participation as well

3.4. The Tools

Survey was done using these two scales

1. Peer Pressure Scale by Santor, Messervey and Kusumakar (2000). It has 30 items and a likert scale from Strongly Disagree to agree options for responses for each item.

2) Emotional Maturity Scale (EMS) developed by Singh and Bhargava (1990) . This scale has a total of 48 items, measures 5 areas of emotional maturity that are emotional instability, emotional regression, social maladjustment, personality disintegration and lack of confidence.

3.5. Reliability:

Reliability for Peer Pressure Scale:

1: Peer pressure was measured with the peer pressure scale (Santor, Messervey, & Kusumakar, 2000). The original scale Cronbach's α coefficient was 0.69; in this current sample it was 11 items ($\alpha = 0.896$). Scales were utilized from the pilot study with no amendments. All scales in this current sample were reliable; Peer Support five items ($\alpha = 0.910$)

Reliability for EMS Scale:

2: The test retest reliability of the scale was $r = 0.75$ split-half reliability applying the Spearman-Brown formula has been found to be .67 (N=150) with an index of reliability of 0.70.

3.6. Validity

Validity Inventory has high content and constructs validity as expressed by 33 experts of Psychology. It is expected that other types of validity will be established in due course. When the items are used more and more by research workers and guidance worker.

3.7. Variables

These are two interdependent variables used for this study Emotional Maturity and Peer Pressure.

There are no distinguished independent or dependent variables in this study as we are looking to find the relationship between the two variables. This study will find the correlation between the two variables.

3.8. The Data Collection Procedure:

Survey was formulated on google forms and were distributed among adolescent age groups through social media plat forms targeting adolescents of private schools and colleges of Karachi, Pakistan.100 survey forms were distributed among adolescents of private school and colleges of Karachi.

3.9. Data Analysis Techniques

In this study, descriptive statistical techniques and inferential analysis were employed for interpretation of data. To assess the peer pressure and emotional maturity of adolescents of private schools and colleges of Karachi, the important statistical measures used were mean, standard deviation, and correlation.

Standard deviation would tell how much the data is deviated from mean or if it is clustered, it shows how much there is a variation from mean.

While correlation is showing the relationship between two variables as to what extent the two variables are interrelated and in which direction is this relationship going. Data analysis was done in SPSS sheet where data was imported from excel sheet first and then analysis was done.

Knowing the correlation between the two variables will help make future predictions about the two constructs on future behavior of adolescents.

This tool was used to find out the relationship between Emotional Maturity and Peer Pressure without making a cause-and-effect statement among each other.

4. Results and Analysis

Analysis and Interpretation of Data

Data was pasted on SPSS Sheet according to each item. Items were computed in one single variable in a systematic way. Thereafter, tests were run on them and tabulation was done.

4.1. Organization of Data

After having administered the test, the investigator assessed the answer sheets. The test was scored so that statistical treatment could possible.

4.2. Analysis of Data

The data has been analyzed with the help of suitable statistical treatment. Descriptive and

comparative analysis was used for processing the data. The detailed description of the statistical treatment is given as under:

Descriptive analysis was done to find out mean and standard deviation.

Inferential analysis was done using correlational to find out the extent of relationship between the two variables and the direction of the relationship. Finding out significance value to be able to accept or reject null hypothesis.

4.2.1 Data Analysis Tools

Standard deviation, mean, median in descriptive analysis was done to check the variation in the data and how much is it near or far from the average (mean).

→ Descriptives

[DataSet3] C:\Users\SAR Computers\Documents\emotional maturity and peer pressure final sheet.sav

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PeerPressure	100	1.59	1.97	3.55	2.7690	.02871	.28711	.082
EmotionalMaturity	100	1.43	2.43	3.85	3.0402	.02753	.27534	.076
Valid N (listwise)	100							

The standard deviation is 0.287 which is close to zero which indicates that data points are close to the mean and clustered around the mean.

High standard deviation shows that the data is widely spread which means it is less reliable in this case the standard deviation is close to zero which is low which shows that it is clustered closely around the mean.

Pearson Correlation was tested to check the relationship between the two variables.

Value of Significance was considered to be able to accept or reject the null hypothesis.

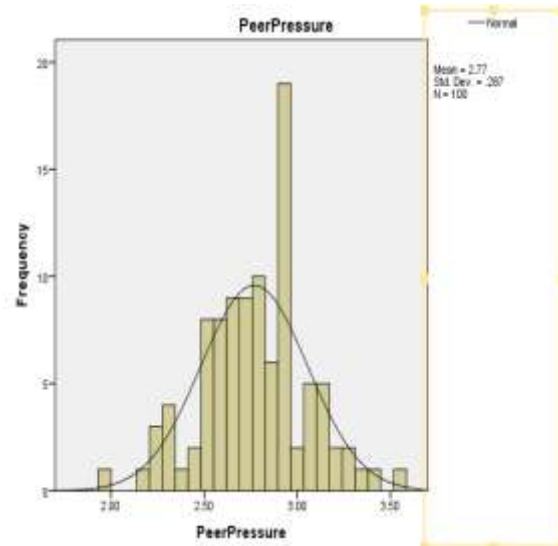
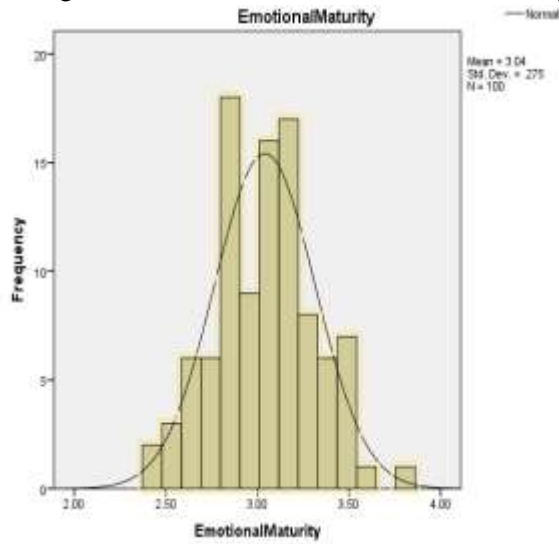
4.3. Data Interpretation:

The analyzed data was carefully tabulated and was systematically processed through SPSS . However, after processing the data results are shown in table form. For clear facilitation of understanding that data was put to graphical representation. Interpretation of the data is as shown in Tables and Graphs 4.1 to 4.5

Table 4.1 Mean and Standard Deviation

4.2 Graph

Histogram and Bell Curve of Emotional Maturity



4.4 Table

Correlations between Peer Pressure and Emotional Maturity

4.3 Graph

Histogram and Bell Curve of Peer Pressure

➔ Correlations

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Correlations

		PeerPressure	EmotionalMaturity
PeerPressure	Pearson Correlation	1	.297**
	Sig. (2-tailed)		.003
	N	100	100
EmotionalMaturity	Pearson Correlation	.297**	1
	Sig. (2-tailed)	.003	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

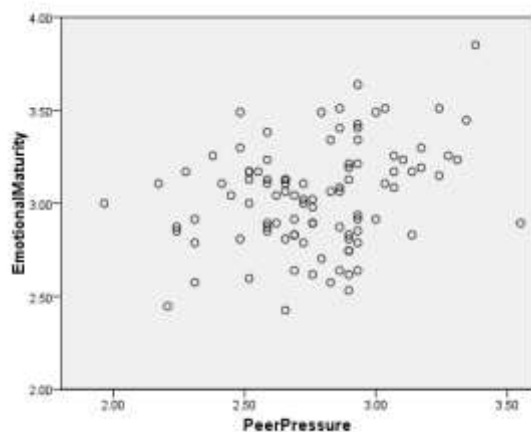
Notice that the correlation coefficient ($r=0.29$) would be described as a **"weak" positive association**, but the association is clearly statistically significant ($p=2.9 \times 10^{-11}$).

Value of Significance is 0.03 which is less than 0.05 that shows null hypothesis is rejected and statistical significance is achieved.

Even the 0.297 value of coefficient is less but significance value of 0.03 reflects the relationship between the two variables is significant.

4.5. Graph

Scattered Plot between Peer Pressure and Emotional Maturity



5. Conclusion and Recommendation

5.1. Conclusion:

The descriptive and inferential analysis was used to analyze the results. Two tools were used to collect the responses which were Peer Pressure Scale and Emotional Maturity Scale. There were altogether 78 items asked and students gave responses through online Google Forms.

Data was collected and put in excel Sheet which was then exported to SPSS.

Low standard deviation showed data is clustered around the mean which is more reliable.

There is weak positive relationship between the Emotional Maturity and Peer Pressure dealt by adolescents. This shows that both Emotional Maturity and Peer Pressure are directly related to each other that is if value of one variable goes up the other will increase as well. This further means if Emotional Maturity of adolescents will be higher, that is, if parents and the home environment is helping them foster Emotional Maturity, they will be able to cope up with the peer pressure around them.

In this study, null hypothesis is rejected which shows statistical significance is achieved and there is positive relationship between emotional Maturity and Peer pressure among Adolescents of Private Schools and Colleges.

Hypothesis of the Study: There is no significant relationship between the Emotional Maturity and peer pressure among adolescents of private schools and colleges in Karachi Pakistan.

The hypothesis is rejected as we have taken the value of significance at 0.05 level and the value of significance is 0.03 which is less than 0.05 level which shows the null hypothesis is rejected.

5.2. Recommendation:

The following recommendations are made based on the research:

1. The environment of home should be light and friendly, so adolescents can share their feelings and whatever is happening with them.
2. Children should be given trust and faith from the beginning.
3. Children should be on one-to-one communication with their parents and guardians
4. There should be strong communication between parents, teachers, students and their fellows to identify any thing misleading from the start
5. Teachers and Administrators should shape the personalities of adolescents in such a way that they learn to take up the role of leaders and get empower with time.

5.14. Suggestions for further Research

On the basis of above findings, the investigator is inclined to have following suggestions for further research:-

1. Study can be conducted on large sample by including more districts so as to present clear picture of the students.
2. Study can be conducted into different parts of the country with larger sample of various age groups.

3. Study can be conducted on a large and more representative sample so the results obtained may be more reliable.

4. Similar studies can be conducted on government college and university students.

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ANNEXURES

Relationship between Emotional Maturity and Peer Pressure on Adolescents from Private Schools and Colleges of Karachi: A Correlational Study

Please fill in the following information:-

Name _____

Date:-

Class _____

Gender Male/Female _____

INSTRUCTION

Read each statement carefully and mark tick in ANYONE of the given alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

EMOTIONAL MATURITY TOOL

SL. NO	STATEMENTS	V. M U C H	M U C H	U N D E C I D E D	P R O B A B L Y	N E V E R	S C O R E
1	Are you involved in mental botheration?						
2	Do you get frightened about the coming situation?						
3	Do you stop in the middle of any work before reaching the goal?						
4	Do you take help of other persons to complete your personal work?						
5	Is there any difference between your desires and objectives?						
6	Do you feel within yourself that you are short tempered?						
7	Do you feel that you are very stubborn?						
8	Do you feel jealously of other people?						

9	Do you get wild due to anger?						
10	Do you get lost in imagination and day dream?						
11	If you fail to achieve your goal, do you feel inferior?						
12	Do you experience a sense of discomfort and lack of peace in mind?						
13	Do you teasing against the others?						
14	Do you try to put the blame on others for your lapses?						
15	When you do not agree with others, do you start quarrelling with them?						
16	Do you feel yourself as exhausted?						
17	Is your behaviour more aggressive than your friends and others?						
18	Do you get lost in the world of imaginations?						
19	do you feel that you are self-centered?						
20	Do you feel that you are dissatisfied with yourself?						
21	Do you have a strained companionship with your friends and colleagues?						
22	Do you hate others?						
23	Do you praise yourself?						
24	Do you avoid joining in social gatherings?						

25	Do you spend much of your time for your own sake?						
26	Do you lie?						
27	Do you bluff?						
28	Do you like very much to be alone?						
29	Are you proud by nature?						
30	Do you shirk from work?						
31	Even though you know some work, do you pretend as if you do not know it?						
32	Even if you do not know about some work, do you posed as if you know it?						

Read each of the following statements and decide whether you agree or disagree and to what extent. If you **Strongly Agree**, circle "SA". If you **Strongly Disagree**, circle "SD". If you feel you are somewhere in between, circle the answer that best describes how you feel. If you are **Not Certain or Don't Know**, circle "D/K".

		SD	D	D/K	A	SA
		Strongly Disagree	Disagree	Not certain Don't know	Agree	Strongly Agree
1	My friends could push me into doing just about anything	SD	D	D/K	A	SA
2	I have done things to make me more popular, even when it meant doing something I would not usually do.	SD	D	D/K	A	SA
3	If a teacher asks me to do something, I usually do it.	SD	D	D/K	A	SA
4	I give into peer pressure easily.	SD	D	D/K	A	SA
5	I've neglected some friends because of what other people might think.	SD	D	D/K	A	SA
6	I usually do what I am told.	SD	D	D/K	A	SA
7	When at school, if a group of people asked me to do something, it would be hard to say no.	SD	D	D/K	A	SA
8	At times, I've ignored some people in order to be more popular with others.	SD	D	D/K	A	SA
9	I usually obey my parents.	SD	D	D/K	A	SA
10	At times, I've broken rules because others have urged me to.	SD	D	D/K	A	SA
11	I'd do almost anything to avoid being seen as a 'loser'.	SD	D	D/K	A	SA
12	I follow my parents' wishes even when it means not doing something I want to do.	SD	D	D/K	A	SA
13	At times, I've done dangerous or foolish things because others dared me to.	SD	D	D/K	A	SA
14	It's important that people think I'm popular.	SD	D	D/K	A	SA
15	Even when I disagree with my parents' wishes, I usually do what I am told.	SD	D	D/K	A	SA
16	I often feel pressured to do things I wouldn't normally do	SD	D	D/K	A	SA
17	At times, I've gone out with people, just because they were popular.	SD	D	D/K	A	SA
18	I break rules frequently. ‡	SD	D	D/K	A	SA
19	If my friends are drinking, it would be hard for me to resist having a drink.	SD	D	D/K	A	SA
20	I've bought things, because they were the "in" things to have.	SD	D	D/K	A	SA
21	I rarely follow the rules. ‡	SD	D	D/K	A	SA
22	I've skipped classes, when others have urged me to.	SD	D	D/K	A	SA
23	At times, I've changed the way I dress in order to be more popular.	SD	D	D/K	A	SA
24	I've felt pressured to have sex, because a lot of people my own age have already had sex.	SD	D	D/K	A	SA
25	I've been friends with some people, just because others liked them.	SD	D	D/K	A	SA
26	I've felt pressured to get drunk at parties.	SD	D	D/K	A	SA
27	I've gone to parties, just to be part of the crowd.	SD	D	D/K	A	SA
28	At times I've felt pressured to do drugs, because others have urged me too.	SD	D	D/K	A	SA
29	I often do things just to be popular with people at school.	SD	D	D/K	A	SA
30	At times, I've hung out with some people, so others wouldn't think I was unpopular.	SD	D	D/K	A	SA