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A STUDY OF EMOTIONAL MATURITY AMONG COLLEGE STUDENTS



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ABSTRACT:

Emotional development is one of the major aspects of human growth and development. Not only it affects the physical growth and development but intellectual, social, moral and aesthetic development are also controlled by emotional behavior and experiences. Emotional maturity is also the product of healthy emotional development. It is a measure of one's capacity to create a positive mental attitude. It simply means managing his/her desires and feelings and to cope up with the adverse situations of life in a most

benefiting and socially approved manner. The present study was conducted to examine the emotional maturity among college students. The study was conducted on a sample of 120 college students studying in different colleges of Ambala district. Emotional Maturity Scale developed and standardized by Singh and Bhargava was used for the collection of data. The results of the study revealed that there is no significant difference in the emotional maturity of male and female college students. The study also revealed that there is significant difference in the emotional maturity of science and humanities stream college students. Lastly, it was also found that there is significant

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difference in the emotional maturity of graduate and post graduate college students.

KEYWORDS

Emotional Maturity, College students.

INTRODUCTION

Every child is unique in itself and has its own pace of growth and development. As the child grows up, his emotions and social functioning changes and continuous till adolescence. Emotions are the basic primeval forces to enable the organism to cope up with circumstances which hinders their growth and development. They are great motivating forces throughout the span of human life. Emotions affect aspirations, actions and thoughts of an individual. They are a way of acting, a way of getting along the world. They may be constructive and destructive.

Emotional maturity implies controlling ones emotions rather than letting the emotions. It is the capacity of the individual to manage and to check the emotions, to evaluate others emotional state and to persuade their judgment and action. Dosanjh (1960) stated emotional maturity means balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency. A person is said to be emotionally mature when is able to express his emotions (positive as well as negative) skillfully and timely in different situations of life. According to Walter D. and Smitson W. S. (1974) emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intrapsychically and intra-personally. An emotionally mature child has the capacity to make adjustment with itself, members of its family and its peers in the school, society and culture. Emotionally mature person accepts the responsibility for their action. Baron (1986) elaborating the characteristics of an emotionally mature person said that he/she has the ability to tolerate a reasonable amount of frustration. S/he has the belief in long term planning and is capable of delaying and revising his/her expectations in terms of demands of situations. In conclusion it can be said that emotional maturity is an effective determinant in shaping the personality, attitudes and behavior of the persons into accepting responsibility, making decision, developing healthy relationship, adjusting and enhancing self worth.

NEED OF THE STUDY

Neglect of the emotions/emotional lives of children impacts on their intellectual lives, achievements and lead to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. Emotional Maturity is said to be the foundation for leading a happy and contented life. A mature person views life experience as learning experiences and, when they are positive, he enjoys and revels in life. When they are negative, he accepts personal responsibility and looks for an opportunity to succeed. The immature persons are indecisive, impulsive, easily influenced and avoid responsibilities for their actions and deficiencies.

The 21st century is an era of technological revolution. There are a lot of opportunities in the life of the adolescents which make them emotionally imbalance. They cannot decide by themselves what is

right, what is wrong and what is desirable. They are easily exposed to vast, unlimited and censored information. They are also subject to high pressure because of ever increasing competition and expectations from their family and peers. The events and incidents projected in the media describes how the youth are falling as victims in the name of modernity and spoiling their life due to emotional imbalance. It is also seen that the numbers of criminal, suicidal, drug abuse and rape cases where adolescents are involved have increased. Moreover, they are being used by terrorist groups as a weapon of terror. All of this is because of their low emotional maturity. So there is a dire need to know the level of emotional maturity among college students as they are the nation builders. This motivated the investigator to conduct a study on emotional maturity among college students so that remedial measures be adopted to improve the level of emotional maturity among them.

RELATED REVIEWS

Wani and Masih (2015) identified the level of emotional maturity among university students. The findings of the study revealed that majority of the post graduate students and research scholars of the university were emotionally unstable. The findings also showed that male students were emotionally immature than females on personality disintegration dimension of emotional maturity. Significant difference was also found between post graduates and research scholars on personality disintegration dimension of emotional maturity. On other dimensions of emotional maturity no difference was found between males and females and post graduates and research scholars. Sinha (2014) studied the relationship between emotional maturity and adjustment of college student and also the impact of gender on emotional maturity and adjustment. For this purpose 200 student of BA-I (100 boys + 100 girls) were selected from different college of Ranchi. They were in the age group between 16-18 years and belonging to MSES. The result revealed that 1) Level of emotional maturity and adjustment of students were positively correlated. 2) There were significant differences between boys and girls student in term of their emotional maturity and adjustment viewpoint. Singh, Pant and Valentina (2013) assessed and compared the social and emotional maturity of 277 randomly drawn class XI students of Pantnagar, Uttarakhand across gender. The study revealed that girls scored significantly higher on the social adequacy component of social maturity whereas boys were observed score higher on the social adjustment component of emotional maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social and emotional maturity was found to be significantly positively correlated under both genders. Punithavathi (2013) examined the emotional maturity and decision making style among college students with special reference to day scholars and hostellers. The data was collected from 52 students of Arts and Science and Engineering College Women Students. Random sampling technique was used. The results revealed that there is significant difference between day scholars and hostellers women students in their emotional maturity and decision making styles with respect to their dwellings. The mean difference of the day scholars are higher than that of hostellers. Day scholars are vigilant and adaptable to their environment.

OBJECTIVES

1) To find out the difference in the emotional maturity of male and female college students.

2) To find out the difference in the emotional maturity of science and humanities stream college students.

3) To find out the difference in the emotional maturity of under graduate and post graduate college students.

HYPOTHESES

1. There exists no significant difference in the emotional maturity of male and female college students.

2. There exists no significant difference in the emotional maturity of science and humanities stream college students.

3. There exists no significant difference in the emotional maturity of under graduate and post graduate college students.

METHOD USED

The present study is descriptive in nature. To carry out the above said exploration and to meet objectives of the study descriptive survey method of investigation was employed. The statistical treatment was given to arrive at results. Statistics namely mean, standard deviation and t-test were used by the investigator.

SAMPLE

In the study, the investigator used simple random sampling technique for selecting the sample. The sample consisted of 120 college students selected from different colleges of Ambala district of Haryana.

TOOL USED

Emotional maturity scale developed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used by the investigator. The scale consisted of 48 items under five categories i.e., emotional stability, emotional progression, social adjustment, personality integration and independence. It is a five point scale. 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. The higher the score on the scale, greater the degree of emotional immaturity and vice versa.

FINDINGS

Table 1 showing the emotional maturity of male and female college students

Variable	Male (N=60)		Female (N=60)		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Overall Emotional Maturity	105.58	26.46	108.73	28.71	0.63	NS
Emotional Stability	20.1	5.39	20.47	6.18	0.35	NS
Emotional Progression	20.53	5.55	21.97	6.49	1.31	NS
Social Adjustment	21.32	5.32	22.37	6.37	0.98	NS
Personality Integration	21.6	5.75	22.22	5.79	0.59	NS
Independence	21.03	6.11	21.71	5.87	0.29	NS

It is revealed from the table 1 that the mean scores of male and female college students on emotional maturity are 105.58 and 108.73 with S.Ds 26.46 and 28.71 respectively. The t-ratio came out from above two groups is 0.63 which is not significant at 0.05 level of significance. Consequently, the hypothesis-1 that there exists no significant difference in the emotional maturity of male and female students is accepted, and it can be said that there is no significant difference in the emotional maturity of male and female college students.

Table 1 also inferred that the calculated t-value of male and female college students on emotional maturity with regard to different dimensions of emotional maturity came out as 0.35, 1.31, 0.98, 0.59, and 0.29 respectively. All these t-values are less than the required table value at 0.05 level of significance and hence not significant. Therefore, there exists no significant difference in the male and female college students with regard to different dimensions of emotional maturity. Thus, the hypothesis-1 "there exists no significant difference in the emotional maturity of male and female college students" with respect to all the dimensions of emotional maturity is accepted.

Table 2 showing the emotional maturity of science and humanities stream college students

Variable	Science (N=60)		Humanities (N=60)		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Overall Emotional Maturity	116.56	21.69	97.77	29.66	3.96	Sig. at 0.01 level
Emotional Stability	21.9	5.37	18.67	5.77	3.19	Sig. at 0.01 level
Emotional Progression	23.17	5.12	19.33	6.35	3.66	Sig. at 0.01 level
Social Adjustment	23.3	4.70	20.38	6.56	2.28	Sig. at 0.05 level
Personality Integration	24.13	4.44	19.68	6.09	4.59	Sig. at 0.01 level
Independence	24.05	4.28	19.7	6.62	4.29	Sig. at 0.01 level

It is revealed from the table 2 that the mean scores of science and humanities stream college students on emotional maturity are 116.56 and 97.77 with S.Ds 21.69 and 29.66 respectively. The t-ratio came out from above two groups is 3.96 which is higher than the table value at 0.01 level of significance. Consequently, the hypothesis-2 that there exists no significant difference in the emotional maturity of science and humanities stream college students is rejected, and it can be said that there is significant difference in the emotional maturity of science and humanities stream college students.

Table 2 also inferred that the calculated t-value of science and humanities stream college students on emotional maturity with regard to different dimensions of emotional maturity came out as 3.19, 3.66, 2.28, 4.59, and 4.29 respectively. All these t-values are higher than the required table value at 0.05 level of significance and hence significant. Therefore, there exists significant difference in the science and humanities stream college students with regard to different dimensions of emotional maturity. Thus, the hypothesis-2 "there exists no significant difference in the emotional maturity of science and humanities stream college students" with respect to all the dimensions of emotional maturity is rejected.

Table 3 showing the emotional maturity of under graduate and post graduate college students

Variable	Under graduate (N=60)		Post graduate (N=60)		t-value	Level of Significance
	Mean	S.D.	Mean	S.D.		
Overall Emotional Maturity	117.18	22.85	97.13	28.33	4.27	Sig. at 0.01 level
Emotional Stability	22.23	4.90	18.33	5.97	3.94	Sig. at 0.01 level
Emotional Progression	23.12	5.54	19.38	6.02	3.53	Sig. at 0.01 level
Social Adjustment	24.05	5.24	19.63	5.66	4.46	Sig. at 0.01 level
Personality Integration	23.88	4.59	19.93	6.14	3.99	Sig. at 0.01 level
Independence	23.9	4.97	19.85	6.23	3.93	Sig. at 0.01 level

It is revealed from the table 3 that the mean scores of under graduate and post graduate college students on emotional maturity are 117.18 and 97.13 with S.Ds 22.85 and 28.33 respectively. The t-ratio came out from above two groups is 4.27 which is higher than the table value at 0.01 level of significance. Consequently, the hypothesis-3 that there exists no significant difference in the emotional maturity of undergraduate and post graduate college students is rejected, and it can be said that there is significant difference in the emotional maturity of undergraduate and post graduate college students.

Table 3 also inferred that the calculated t-value of undergraduate and post graduate college students on emotional maturity with regard to different dimensions of emotional maturity came out as 3.94, 3.53, 4.46, 3.99, and 3.93 respectively. All these t-values are higher than the required table value at 0.01 level of significance and hence significant. Therefore, there exists significant difference in the undergraduate and post graduate college students with regard to different dimensions of emotional maturity. Thus, the hypothesis-3 "there exists no significant difference in the emotional maturity of under graduate and post graduate college students" with respect to all the dimensions of emotional maturity is rejected.

CONCLUSION

1. There is no significant difference in the emotional maturity of male and female college students. As the mean scores of male college students (105.58) is less than the mean scores of female college students (108.73), so it can be concluded that the male college students are more emotionally mature than female college students. It is also found that there is no significant difference in the emotional maturity of male and female college students with respect to all dimensions viz., emotional stability, emotional progression, social adjustment, personality integration and independence. From the mean scores of different dimensions of emotional maturity it can be concluded that male college students are more emotionally mature than female college students in all the dimensions of emotional maturity.

2. There is significant difference in the emotional maturity of science and humanities stream college students. As the mean scores of humanities stream college students (97.77) is less than the mean scores of science stream college students (116.56), so it can be concluded that the humanities stream college students are more emotionally mature than science stream college students. It is also found that there is significant difference in the emotional maturity of science and humanities stream college students with respect to all dimensions viz., emotional stability, emotional progression, social adjustment, personality integration and independence. From the mean scores of different dimensions of emotional maturity it can be concluded that humanities stream college students are more emotionally mature than science stream college students in all the dimensions of emotional maturity.

3. There is significant difference in the emotional maturity of undergraduate and post graduate college students. As the mean scores of post graduate college students (97.13) is less than the mean scores of undergraduate college students (117.18), so it can be concluded that the post graduate college students are more emotionally mature than undergraduate college students. It is also found that there is significant difference in the emotional maturity of undergraduate and post graduate college students with respect to all dimensions viz., emotional stability, emotional progression, social adjustment, personality integration and independence. From the mean scores of different dimensions of emotional maturity it can be concluded that post graduate college students are more emotionally mature than undergraduate college students in all the dimensions of emotional maturity.

EDUCATIONAL IMPLICATIONS

Emotions play a vital part in learning and can help or hinder academic commitment and success of students. At college level, students are exposed to different situations, so their emotional lives become complex. There is a need to develop skills in the students for managing a range of emotions for their emotional well being. Parents, teachers and educational institutions always play a major role in influencing and developing emotional maturity. The present study may help the parents, teachers and administrators to have knowledge of the emotional development of their children and students and help them in building a well balanced personality.

There is an utmost need to guide the parents and teachers to give the opportunity to child to express his feelings so that he can become emotionally mature. The teachers should provide adequate environment, in which they can feel independent and secure, and can take the help of counselor to make the students emotionally mature. The counselors can have deep insight in various areas of emotional maturity and if required, can identify the causes of emotional immaturity among them.

Different ways and situations should be devised inside as well as outside the classroom to foster desired environment in order to make them emotionally mature. Both thinking and emotional aspect should be emphasized by the teachers. They should join hands with parents and the society at large in order to provide healthy atmosphere and emotional security to students both at school and home. Both parents and teachers should accept emotional responses of the students and try to channelize their energies in the positive or constructive dimensions. Frequent meetings with the parents of the students should be conducted which will help the parents to know the performance as well as the behaviour patterns of their children which in turn will lead to better emotional relation and consequently will improve the emotional maturity of their children. Parents should provide best possible environment at home. They should spend time with them. They should accept that each child is special and has unique assets and liabilities. If parents fail to provide child a close warm, emotional support then the child become anxious, hostile, defensive and confused person. Lastly it can be said that learning to balance negative emotions or converting them to positive ones is a life long task and is a difficult challenge for the students. But they need to have control over socially discouraged emotions and express emotions in a more acceptable manner to live a happy and contented life.

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