

A Comparative study on Emotional Maturity among Arts and Commerce Students

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ABSTRACT

The purpose of the present study was to measure the level of Emotional Maturity among adolescents belonging to Under Graduate from Jyoti Nivas College Autonomous. The study compares the Emotional Maturity of students from the educational streams of Commerce and Arts. Purposive sampling technique was used to collect the following data. The sample Emotional Maturity scale was administered developed by Singh and Bhargava [1991]. The sample consisted of 60 students of under graduate. The descriptive statistics was used to verify the hypothesis. The findings reveal that significant differences were found in the Emotional Maturity among the undergraduate students.

Keywords: Emotional Maturity, Under graduate, Arts, Commerce

According to Walter D.Smitson (1974), “Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intrapersonally and interpersonally.”

Adolescence is the time of both opportunities and risks. Teenagers are on the threshold of self discovery; they attempt major public examinations and have to make crucial decisions that effect their adulthood. However Adolescence is also the stage where extreme emotions are expressed or experienced with the intensity of adulthood but devoid of adult perspective. At no stage this emotional energy is as strong and dangerous as in adolescence. It is very difficult for an adolescent to exercise control over their emotions.

An emotionally stable child has a capacity to make effective adjustments with himself, members of the family, and his peers (Smitson, 1974). Therefore the most outstanding mark of emotional maturity is ability to deal with the situations purposefully and to keep emotions stable and under control even in extreme situations. A study by Aleem and Sheema (2005) have reported significant difference between the mean scores of male and female students on emotional stability and further found that female students are emotionally less stable than male students. On the other hand in a study by Sharma et al (2009) girls were reported to be

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emotionally more mature than boys. Nanda et al (2010) have reported that familial variable, family type and personal variable, age had an impact on emotional maturity of urban adolescent girls. Brackett, Mayer and Warner (2004) have also been reported in their study among 330 college students that women scored significantly higher in Emotional maturity than men. Lower Emotional maturity in males shows principally the inability to perceive emotions and to use emotion to facilitate thought was associated with negative outcomes including illegal drug and alcohol use, deviant behavior and poor relations with friends. Thus the need for emotional regulation for adolescence is crucial, as the effect is evident even in adulthood.

Areas of Emotional maturity

- 1. Emotional Stability-** “Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.”
- 2. Emotional progression-** Emotional progression is also known as emotional development. Emotional development/progression is the emergence of a child’s experience, expression, understanding, and regulation of emotions from birth through late adolescence.
- 3. Social Adjustment-** social adjustment is an effort made by an individual to cope with new standards values and needs of a society in order to be accepted. It can be defined as a psychological process
- 4. Personality Integration-** Integrated personality is one in whom aspects of personality are working in a harmonious and effective manner.
- 5. Independence-** Independence is of central importance to the elderly (kontana, 1997; kending, 1986). Yet their achievement of independence is often constrained (Kuypers, 1972; Bromley, 1978).

Objective

- To compare the Emotional Maturity among under graduation students.

Hypothesis

- There is no difference in the Emotional Maturity among arts, and Commerce undergraduate students.

Research design

The present study is two X two group design

Sample

The sample consisted of 60 students belonging to Jyoti Nivas College Autonomous from Bangalore. The purposive sample technique was used to collect the necessary data. The participant’s age range from 18-20.

Inclusion Criteria

Students have understanding and knowledge of English language.
Undergraduate students

Exclusion Criteria

Students belonging to other colleges not willing to participate.

Variables

Independent Variable - Educational streams
Dependent Variable - Emotional Maturity

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Measuring Tool

An Emotional Maturity scale was used to measure the level of emotional maturity among undergraduate students. This scale was designed and developed by Singh and Bhargava. The scale was adapted to the Indian conditions by Dr J Bharat Raj. The items are classified into five areas emotional stability, emotional progression, social adjustment, personality integration and independence.

Procedure

The experiment was conducted in a classroom group setting and contacted personally in their classes for collection of data. Prior consent was taken from the college management before conducting the survey. The rapport was established with the students and instructions were given and the students were asked to complete the scale. The entire procedure took approximately 15-20 minutes.

RESULTS AND DISCUSSION

Table 1 .shows the mean scores and t value for Emotional maturity between Arts and Commerce undergraduate students.

Areas	Educational stream	N	Mean	SD	t	Significant
Emotional Stability	ARTS	30	29.6	31.56	1.09	Not significant
	COMMERCE	30	27.97	35.14		
Emotional progression	ARTS	30	27.57	35.5	-2.33	Significant *
	COMMERCE	30	31.03	30.38		
Social adjustment	ARTS	30	25.9	23.83	1.12	Not significant
	COMMERCE	30	45.27	55.52		
Personality Integration	ARTS	30	24.13	31.2	-4.60	Significant*
	COMMERCE	30	51.43	19.13		
Independence	ARTS	30	19.43	22.74	-2.72	Significant*
	COMMERCE	30	23.83	55.52		

The primary objective of the study was to measure differences in Emotional maturity among Arts and Commerce undergraduate students. To attain the objective and verify the hypothesis, the data were analyzed using SPSS 20.0, Mean, SD and t- test were calculated.

Table 1 indicates that students belonging to Arts stream have higher emotional stability and emotional progression when compared to Commerce students. Thus Arts students are striving for better emotional health both in intra-personally and intra-physically and these students are better in regulating their emotions.

The results shows that Commerce students are better socially adjusted, they cope better when new standards and values are introduced so that they can be accepted and they have personality integration i.e., Commerce students work towards harmonious and effective manner and more independent in nature.

CONCLUSIONS

The results of the study indicates that the Commerce stream have better emotional progression and have personality integration and are independent when compared to the Arts stream. The students belonging to Arts and Commerce students do not differ significantly in their emotional stability and social adjustment.

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Conflict of Interest

The author declared no conflict of interests.

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