

Emotional maturity among professional and non-professional students

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ABSTRACT

The present study was conducted to investigate the emotional maturity among professional and non-professional students of Jalgaon city. The study attempts to analyze the various aspects of the emotional maturity of professional and non-professional students. Singh and Bhargava, 1991 Emotional maturity scale (EMS) were used to measure emotional maturity. The sample consist of 120 students 60 professional and 60 non-professional students between ages rang 18-22 years were selected using a purposive sampling technique. The collected data was analyzed using mean, SD and 't' test. The results of the study showed there is significant difference between professional and non-professional students in their personality integration, independence and total emotional maturity. There is no significant difference between professional and non-professional students in their emotional stability, emotional progression, and social adjustment., There is significant difference between male and female students in their social adjustment., There is no significant difference between male and female students in their emotional stability, emotional progression, personality integration, independence and total emotional maturity.

Keywords: Emotional Maturity, Professional and Non-professional Students.

The 21st century is an era of technological uprising. Due to the changes in the technology, the situation of today is changing as never before. Adolescents of today are fine and easily exposed to enormous, infinite and most highly suppressed information and are subject to high pressure because of ever growing competition and expectations from their family and peers. In these energetic surroundings, many of the adolescents are finding it complicated to adjust them and even sometimes surrender to the environmental pressure. Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotional maturity is the ability of the person to assess a situation or relationship and to act according to what is best for oneself and for the other person in the relationship. Emotional maturity is not only one of the effective determinants of personality pattern, but it also helps in adolescent development.

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Crow and Crow (1962), has also revealed "that emotionally mature or stable individual, regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour".

FACTORS INFLUENCING EMOTIONAL MATURITY

Economic Factors

Factors, which assume prime importance when students make their career choices, are economic. Our interactions reveal the following economic constraints that are faced by the students.

Academic Factors

Finding some factors during a discussion with the participants revealed that along with economic factors, academic factors also play a major role in determining the career choices by the students.

Social Factors

Along with these factors, social factors also seem to influence career choice, especially in the case of girls. It was a general observation that the number of girls studying in science discipline was much less than the number of boys.

Aspirations

Almost all of them had a desire to improve their lives. They did aspire for material progress. Those farming their pieces of land wanted to learn techniques of enhancing the productivity of their land, while those dependent on wage-labor wanted to learn some practical skills that would help them earn a better and dignified livelihood.

REVIEW OF LITERATURE

Ramesh D. Waghmare (2018) 'A Study of Emotional maturity among Urban and Rural College Going Students' The purpose research attempted to study the Gender Difference on Emotional maturity. To study by research seared variables in Gender and Emotional maturity sub factor. The sample has 80 college students in 40 were Urban (20 Male and 20 Female) College Students and 40 Rural (20 Male and 20 Female) College Students. The scale was used for data collection Emotional Maturity Scale by Singh and Bhargava (1990). Factorial design was used and data were analysis by Mean, SD and 'F' values. Results show that Urban Students high Emotional Instability, high Emotional regression, high Social maladjustment, high Personality disintegration, high Lack of independence and high Emotional maturity than Rural Students.

S.Kalaiselvan , K.Maheswari (2016) Study by A Study on Emotional Maturity among the Post Graduate Students. Calculated that The postgraduate students must be given awareness on the need and importance of education and moral behavior. Emotional Maturity is not only the effective determinant of personality pattern, but also helps to control the growth of individual development. All emotionally matured people will be in a position to face the challenges of life which will reflect the fruits of normal emotional development. It is a stage of vital importance in human life and hence major aim of any good educational programme will help the learner to gain emotional maturity. Emotional maturity at all levels will help a person to lead a healthy life.

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Jadhav (2010) examined the relationship between home environment and emotional maturity among college going students of Belgaum District in Karnataka. The sample included 200 students selected by the random sampling technique, out of which 120 were boys and 80 were girls students. The Pearson's correlation coefficient technique was adopted for data analysis. There is a positive and significant relationship between home environment and emotional maturity among the boys and girl students, including those of rural background, including private college students with low socioeconomic status and students above 20 years of age. It is found that, there is no positive and significant relationship between home environment and emotional maturity among the urban students studying in government colleges with high socioeconomic status and students below 20 years of age.

Aleena Maria Sunny, Julia Grace Jacob, Neha Jimmy, Drishya Theres Shaji, Cilvania Dominic (2018) The study intends to measure the emotional maturity variation between day scholars and hostellers who are affected by the feeling of perceived loneliness, within 18-20 age group. The sample includes 60 hostellers and 60-day scholars consisting of 30 boys and 30 girls respectively under each group. To get the sample of students with perceived loneliness, Perceived Loneliness Scale (LSCALE) developed by Dr. Praveen Kumar was used. The tool used for measuring emotional maturity was Emotional Maturity Scale (EMS) by Dr. Yashvir Singh. To compare the mean scores on emotional maturity of hostellers and day scholars, Independent Sample t test was used. Results revealed that there is no significant difference in emotional maturity between hostellers and day scholars. However, significant difference was found between emotional maturity of girls and boys.

Amit Dharmal Wagde , Showkat Ahmed Ganaie (2013) Study on Emotional Maturity and Coping Strategies among the Students Pursuing Rehabilitation Studies. The results indicating relation between emotional maturity has correlation with confrontive coping and positive reappraisal coping. Positive reappraisal coping were found negatively correlated with emotional maturity and this correlation is highly significant. There is no significant difference in level of emotional maturity and ways of coping among the students respect to their gender. There is significant difference found for seeking social support way of coping among students respect to their course. There is significant difference found for accepting responsibility way of coping among students respect to their gender.

METHODOLOGY

Objectives of the study

1. To study the emotional maturity between professional and non professional students.
2. To study the Gender wise difference between the emotional maturity.

Hypotheses

1. There is no significant difference between professional and non professional students in their emotional maturity.
2. There is no significant difference between male and female students in their emotional maturity.

Variables:

Independent Variables-

- 1) Faculty – Professional , Non-professional
- 2) Gender- Male, Female

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Dependent Variables-

- 1) Emotional maturity

Sample selection

A sample is a relatively small number of participants drawn from an entire population. For this study a purposive sample technique were used to choose the samples. The sample of 120 students studying in engineering and Bachelor of Arts classes was selected in Jalgaon City.

Experimental Design

The present study investigation is designed as 2x2 factorial design will be used.

Faculty			
Gender	Professional	Non-professional	Total
Male	30	30	60
Female	30	30	60
Total	60	60	120

Tools

After the studying various instruments, following instruments have been used for the purpose of the present study.

Emotional Maturity Scale (EMS) (Singh & Bhargava, 1991)

Description and Scoring: Emotional maturity scale has a total of 48 items under the five categories given below:

Sr. No.	Areas of Items	Total No.
1	Emotional stability	10
2	Emotional progression	10
3	Social adjustment	10
4	Personality integration	10
5	Independence	8
	Total	48

Emotional Maturity Scale is a self-reporting five point scale. Items of the scale are in equation from demanding information for each in either of the five option mentioned below: Very Much, Much, Undecided, Probably, Never 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 probably 2 and for never a score 1 is to be awarded. The lower the score on the scale, greater the degree of the emotional maturity.

Reliability

The reliability of the scale was determined by: 1 Test-retest method, and 2. Internal Consistency. i. Test-retest Reliability- The scale was measured for its test- retest reliability by administering upon a group of collegiate students ($N = 150$) including male and female students aged 20-24 years. The time interval between the two testing was that of six months. The product moment r between the two testing was .75. ii. Internal Consistency- The internal consistency of the scale was checked by calculating the coefficient of correlation between total scores and scores on each of the five areas.

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Statistical Tools

The Mean, SD, & t test was computed to analyze the data.

STATISTICAL ANALYSIS & RESULTS

Hypotheses:

- i) There is no significant difference between professional and non professional students in their emotional maturity.

Table no-01 Faculty Wise Emotional Maturity						
Factors of Emotional Maturity	Faculty	N	Mean	Std. Deviation	t	Sing. Level
Emotional stability	Professional	60	25.8667	6.71065	.678	NS
	Non Professional	60	26.7000	6.76055		
Emotional progression	Professional	60	27.4667	6.33384	.574	NS
	Non Professional	60	26.7667	7.01177		
Social adjustment	Professional	60	25.0000	6.93065	1.32	NS
	Non Professional	60	23.2667	7.38727		
Personality integration	Professional	60	27.9000	6.84130	2.58	0.01
	Non Professional	60	24.2333	8.62076		
Independence	Professional	60	26.1167	7.76802	3.81	0.01
	Non Professional	60	21.0000	6.91841		
Total Emotional Maturity	Professional	60	132.3500	17.20842	2.25	0.05
	Non Professional	60	121.9667	31.21981		

P at 0.05- 1.96, 0.01- 2.58

Table no-01 Shows emotional maturity among professional and non- professional students along with Mean, SD, t value and the level of significance.

According to **Emotional stability**; For professional students, the calculated result are, Mean 25.86, SD 6.71 and for non-professional students, Mean 26.70, SD 6.76. The calculated ‘t’ value is .678, which is not significant. It indicates that there is no significant difference related to Emotional stability, between professional and non- professional students.

According to **Emotional progression**; For professional students, the calculated result are, Mean 27.46, SD 6.33 and for non-professional students, Mean 26.76, SD 7.01. The calculated ‘t’ value is .574, which is not significant. It indicates that there is no significant difference related to Emotional progression, between professional and non- professional students.

According to **Social adjustment**; For professional students, the calculated result are, Mean 25.00, SD 6.93 and for non-professional students, Mean 23.26, SD 7.38. The calculated ‘t’ value is 1.32, which is not significant. It indicates that there is no significant difference related to **Social adjustment**, between professional and non- professional students.

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According to **Personality integration**; For professional students, the calculated result are, Mean 27.90, SD 6.84 and for non-professional students, Mean 24.23, SD 8.62. The calculated ‘t’ value is 2.58, which is significant at 0.01 level. It indicates that there is significant difference related to **Personality integration**, between professional and non- professional students.

According to **Independence**; For professional students, the calculated result are, Mean 26.11, SD 7.76 and for non-professional students, Mean 21.00, SD 6.91. The calculated ‘t’ value is 3.81, which is significant at 0.01 level. It indicates that there is significant difference related to **Independence**, between professional and non- professional students.

According to **Total Emotional Maturity**; For professional students, the calculated result are, Mean 132.35, SD 17.20 and for non-professional students, Mean 121.96, SD 31.21. The calculated ‘t’ value is 2.25, which is significant at 0.05 level. It indicates that there is significant difference related to **Total Emotional Maturity**, between professional and non- professional students.

Hypotheses: ii) There is no significant difference between male and female students in their emotional maturity.

Table no-02 Gender wise Emotional Maturity						
Factors of Emotional Maturity	Gender	N	Mean	Std. Deviation	t	Sing. Level
Emotional stability	Male	60	26.9667	7.19455	1.11	NS
	Female	60	25.6000	6.19513		
Emotional progression	Male	60	27.9500	6.59076	1.37	NS
	Female	60	26.2833	6.68439		
Social adjustment	Male	60	25.6500	7.67303	2.35	0.05
	Female	60	22.6167	6.37019		
Personality integration	Male	60	26.9500	7.96906	1.21	NS
	Female	60	25.1833	7.92869		
Independence	Male	60	23.8167	7.76016	.363	NS
	Female	60	23.3000	7.82066		
Total Emotional Maturity	Male	60	131.3333	26.76113	1.80	NS
	Female	60	122.9833	23.95864		

P at 0.05- 1.96, 0.01- 2.58

Table no-02 Shows emotional maturity among male and female students along with Mean, SD, t value and the level of significance.

According to **Emotional stability**; For male students, the calculated result are, Mean 25.96, SD 7.19 and for female students, Mean 25.60, SD 6.19. The calculated ‘t’ value is 1.11, which is not significant. It indicates that there is no significant difference related to Emotional stability, between male and female students.

According to **Emotional progression**; For male students, the calculated result are, Mean 27.95, SD 6.59 and for female students, Mean 26.28, SD 6.68. The calculated ‘t’ value is 1.37, which is not significant. It indicates that there is no significant difference related to Emotional progression, between male and female students.

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According to **Social adjustment**; For male students, the calculated result are, Mean 25.65, SD 7.67 and for female students, Mean 22.61, SD 6.37. The calculated ‘t’ value is 2.35, which is significant at 0.05 level. It indicates that there is significant difference related to social adjustment, between male and female students.

According to **Personality integration**; For male students, the calculated result are, Mean 26.95, SD 7.96 and for female students, Mean 25.18, SD 7.92. The calculated ‘t’ value is 1.21, which is not significant. It indicates that there is no significant difference related to Personality integration, between male and female students.

According to **Independence**; For male students, the calculated result are, Mean 23.81, SD 7.76 and for female students, Mean 23.30, SD 7.82. The calculated ‘t’ value is .36, which is not significant. It indicates that there is no significant difference related to Independence, between male and female students.

According to **Total Emotional Maturity**; For male students, the calculated result are, Mean 131.33, SD 26.76 and for female students, Mean 122.98, SD 23.95. The calculated ‘t’ value is 1.80, which is not significant. It indicates that there is no significant difference related to Total Emotional Maturity, between male and female students.

CONCLUSION

From the results of the research study it can be concluded,

1. Personality integration, Independence and Total Emotional Maturity level are better in non-professional students than professional students.
2. There is no significant difference between professional and nonprofessional students in their Emotional stability, Emotional progression, and Social adjustment.
3. Social adjustment level is better female students than male students.
4. There is no significant difference between male and female students in their Emotional stability, Emotional progression, Personality integration, Independence and Total Emotional Maturity.

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Conflict of Interest

The author declared no conflict of interests.

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