

Emotional maturity among graduate and post-graduate students

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ABSTRACT

The present study aimed to know the emotional maturity among graduate and post-graduate students. It also aimed to check emotional maturity with reference to level of education and gender. The Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012) was used. The sample constituted total 120 students out of which 60 were from graduate students (30 boys students and 30 girls students) and 60 from post-graduate students (30 boys students and 30 girls students). The data was collected from Patan City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is no significant difference in the mean score of emotional maturity among the graduate and post-graduate students, (2) There is significant difference in the mean score of emotional maturity among the boys and girls students. Therefore it could be said that, the boys students group is having high emotional maturity than girls students group and (3) There is no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the level of education and gender.

Keywords: *Emotional maturity, graduate and post-graduate, boys students and girls students.*

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in humane life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitious etc. go on developing. A mature person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary

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problems. But it is undoubtedly related with his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability.

Concept of Emotional Maturity : The term emotional maturity has been described by experts in many ways-typically as the effective determined of personality pattern. Second, it also helps us to control the growth of adolescent's development. From a scientific point of view personality is the organization of some traits and emotional maturity is one of them. The process of maturity emotionally is never complete, for a person in fairly good health mentally continues to grow more "mauler" in his attitude toward life and toward himself as long as he lives. Therefore, when we say that a major aim of a good educational program is to help learners to gain in emotional maturity, what we means is not the achievement of a certain and product that can be graded or rated on graduation day.

Definitions of Emotional Maturity: According to Charles E. Skinner (1949), an emotionally mature person is one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order.

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 intra-physically and intra-personally."

According to Crow and Crow (1974), "An emotion is an affective experience that accompanies generalised inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour."

According to Fred Me. Kinney (1960), "The characteristics of an emotionally matured person are heterosexuality, appreciation of attitude and behaviour of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses".

Subbarayan, K. & Visvanathan, G. (2011) had studied on Emotional Maturity of College Students. Normative survey method and random sampling method has been used in the present study. The tool "Roma Pal Km Emotional Maturity Scale" used by the researcher for his study. It has been administered to 982 students available at the time of data collection. The concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. The result shows that the college students belongs to different religious shows significant difference in their emotional maturity.

Objectives

The objectives :

1. To Study of the emotional maturity among the graduate and post-graduate students.
2. To Study of the emotional maturity among the boys and girls students.
3. To Study of the interactive effect of emotional maturity with regards to level of education and gender.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of emotional maturity among the graduate and post-graduate students.
2. There will be no significant difference in the mean score of emotional maturity among the boys and girls students.
3. There will be no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the level of education and gender.

Sample

The sample of the present study constituted total 120 students out of which 60 were from graduate students (30 boys students and 30 girls students) and 60 from post-graduate students (30 boys students and 30 girls students).

Research Design

A total sample of 120 students equally distributed between graduate and post-graduate and gender from Patan City selected for the research study.

Showing the table of Sample Distribution

Gender (B)	Level of Education (A)		Total
	Graduate (A ₁)	Post-Graduate (A ₂)	
Boys students (B ₁)	30	30	60
Girls students (B ₂)	30	30	60
Total	60	60	120

A= Level of Education B= Gender
 A₁ = Graduate B₁ = Boys students
 A₂ = Post-Graduate B₂ = Girls students

Variable

Independent Variable

1. **Level of Education** : Graduate and Post-Graduate.
2. **Gender** : Boys and Girls students.

Dependent Variable : Emotional maturity Score.

Tools

The Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bharagava (2012). Test-retest Reliability - The scale was measured for its test-retest reliability by administering upon a group of collegiate students (N= 1500 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. The items are so stated that it 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.

Procedure

The permission was granted from various graduate and post-graduate students for data collection in Patan City after the establishment of rapport, personal information and the ‘Emotional maturity Questionnaire (SCQ)’ was administrated the data was collected, scored

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as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table : 1 The Table showing sum of variance mean 'F' value and level of significance of level of education and gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	54.68	0.21	N.S.
SS _B	1	1394.01	5.26	0.05*
SS _{A*B}	1	249.41	0.94	N.S.
SS _{Error}	116	265.20	—	—
SS _{Total}	119	32460.99	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Level of Education

B = Gender

A₁ = Graduate

B₁ = Boys students

A₂ = Post-Graduate

B₂ = Girls students

Table : 2 The Table showing the Mean Score of emotional maturity of graduate and post-graduate students.

	A (Level of Education)		'F' value	Sign.
	A ₁ (Graduate)	A ₂ (Post-Graduate)		
M	104.58	105.93	0.21	N.S.
N	60	60		

The above table no.2 shows the mean score of emotional maturity among graduate and post-graduate students. The mean score of graduate students group is 104.58 and post-graduate students group is 105.93. The 'F' value is 0.21 which was found to be not-significant level at 0.05. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of emotional maturity among the graduate and post-graduate students" is accepted.

Table : 3 The Table showing the Mean Score of emotional maturity of boys and girls students.

	B (Gender)		'F' value	Sign.
	B ₁ (Boys Students)	B ₂ (Girls Students)		
M	108.67	101.85	5.26	0.05
N	60	60		

The above table no.3 shows the mean score of emotional maturity among boys students and girls students. The mean score of boys students group is 108.67 and girls students group is 101.85. The 'F' value is 5.26 is significant at 0.01 level. This means that the two group interaction effect under study differ significantly in relation to emotional maturity and gender. It should be remembered here that, according to scoring pattern, higher score indicate high emotional maturity. Thus from the result it could be said that, the boys students group is having high emotional maturity than girls students group. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of emotional maturity among the boys and girls students" is rejected.

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Table : 4 The Table showing the interactive effect of the Mean Score of emotional maturity of level of education and gender

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	109.43	107.90	0.94	N.S.
		B ₂	99.73	103.97		
N			60	60		

The above table no.4 shows the interactive effect of emotional maturity among the level of education and gender. The mean score of boy students of graduate group is 109.43, boy students of graduate group is 99.73, girl students of post-graduate group is 107.90 and girl students of post-graduate group is 103.97. The 'F' value is 0.94 which was found to be not-significant level at 0.05. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the level of education and gender" is accepted.

CONCLUSION

1. There is no significant difference in the mean score of emotional maturity among the graduate and post-graduate students.
2. There is significant difference in the mean score of emotional maturity among the boys and girls students. Therefore it could be said that, the boys students group is having high emotional maturity than girls students group.
3. There is no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the level of education and gender.

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Conflict of Interest

The author declared no conflict of interests.

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