

## Emotional maturity and self-efficacy: a comparative study between male and female hostellers of Kashmir University

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### ABSTRACT

The present study was conducted to investigate the relationship between Emotional Maturity and Self-efficacy among Hostellers of Kashmir University. The sample of the study consists of 200 (males=100, females=100). For the purpose of data collection general Self-efficacy scale (Schwarzer and Jerusalem, 1995) and emotional maturity scale by Yashvir Singh and Mahesh Bhargava (1971) were used. The result revealed that there exist significant negative correlation between self-efficacy and emotional immaturity, emotional instability, emotional regression, personality disintegration and lack of independence whereas insignificant correlation was found between self-efficacy and social maladjustment. Further the results revealed that there was insignificant difference between self-efficacy and emotional instability, emotional regression, personality disintegration, social maladjustment and immaturity whereas significant difference was found between self-efficacy and independence.

**Keywords:** *Emotional Maturity, Self-efficacy, Hostellers*

**E**motional maturity which is defined as a means of controlling the emotions rather than allowing them to control, has grabbed the attention of researchers since times immemorial. It has been viewed as a process in which the personality is continuously striving for greater sense of emotional health both intra-physically and intra-personally. According to Murray (2004) an emotional mature person has the following characteristics- the ability to give and receive alone, the ability to face reality and deal with it, the capacity to relate positively to life experiences, the ability to learn more experiences, just as interested in giving and receiving, relative freedom from tension symptoms and the ability to handle hostility.

### *Factors of Emotional Maturity*

**Emotional stability:** Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behavior sometimes. Therefore, emotional stability is considered as one of the important aspects of human life.

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Scott (1968) opined that emotional stability as one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupil has no very little emotion control. It may lead to anxiety, inferiority feeling and guilt (Fandsen,1961).

**Emotional progression:** Emotional progression is the characteristic of a person that refers to the feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment. Whereas emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self centeredness (Singh and Bhargava, 2006).

**Social Adjustment:** Adjusting to university involves the complementary processes of desocialisation and socialization (Pascarella and Terenzini1991). Desocialisation entails the changing or discarding of selected values, beliefs and traits one brings to university in response to the university experience. Pascarella and Terenzini (1991) explained socialization as the process of being exposed to and taking on some of the new values, attitudes beliefs and perspectives to which one is exposed at university. Winter and Yaffe's (2000) study found that good relations with parents help both male and female students to adjust to the university. A study by Enochs and Renk (2006) suggests that males adjust faster than females.

**Personality Integration:** It is a process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious coactions and de-escalation of the inner conflict ( English and English, 1958) in the undaunted expression of behavior, whereas disintegrated personality includes all those symptoms like reaction, phobias formation, rationalization, pessimism, immorality etc. such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality.

**Independence:** It is a capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others, where he can take his decisions by his own judgments based on facts by utilizing his intellectual and creative potentialities. He would never like to show any habitual reliance upon another person in making his decisions or carrying out difficult actions, whereas dependent person shows parasitic dependence on other and is egoistic and lacks objective interest. People think of him as an unreliable person (Singh and Bhargava, 2006).

**Self- Efficacy:** Self-efficacy means to measure your ability to reach goals, and to complete tasks that are given. It can also be defined as the ability to perform in a certain specific manner to attain specific goals. Bandura (1977) Self-efficacy is a person's evaluation of his or her ability or competency to perform a task, reach a goal, or overcome an obstacle. Since Bandura published his seminal 1977 paper, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change", the subject has become one of the most studied topics in psychology. As Bandura and other researchers have demonstrated, self-efficacy can have an impact on everything from psychological states to behavior and to motivation. Self-efficacy beliefs are defined as an individual's "judgments about his or her capabilities to organize and execute courses of action required to attain designated performances" (Bandura,1986). Researchers

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have created strong support for the effect of self-efficacy on the career decision-making process of individuals since the distinctive study conducted by Betz and Hackett (1981), which tried to explain the notion of career-related self-efficacy (Brown, Darden, Shelton, and Dipoto, 1999; Multon, Brown, and Lent, 1991). A sense of personal control whether generally true of one's life or true with respect to specific goals, plays an important self regulatory role in helping people plan and make progress towards their future. Performance in both physical (Courneya and McCauley, 1993; Gould and Weiss, 1981; Ng et al., 1999) and academic (Sanna and Pusecker, 1994) task performance on the job (Huang, 1998), and ability to deal with anxiety and depression (Cheung and sun, 2000) is enhanced by strong feelings of self-efficacy. Unless people believe that they are able to achieve a goal (such as giving up drugs) as the result of what they do, they have little all no incentive to act (Bandura 1999).

Bandura reviewed a vast body of research on each of these aspects of agency in diverse applications of the theory. During these two decades, the tenets of the self-efficacy component of social cognitive theory have been widely tested in varied disciplines and settings and have received support from a growing body of findings from diverse fields. Selfefficacy beliefs have been found related to clinical problems such as phobias (Bandura, 1998), addiction (Marlatt, Baer, & Quigley, 2005), depression (Davis & Yates, 2002), social skills (Moe & Zeiss, 2002), assertiveness (Lee, 1983); to stress in a variety of contexts (Jerusalem & Mittag, 2005); to smoking behavior (Garcia, Schmitz, & Doerfler, 2000); to pain control (Manning & Wright, 1983); to health (O'Leary, 2005); and to athletic performance (Barling & Abel, 2003; Lee, 2003). Moreover, a number of researches have been done for investigating and exploring the way self-efficacy influences different spheres; psychosocial functioning in children (Holden, Moncher, Holden et al. 1990), academic achievement and persistence (Multon, Brown, and Lent 1991), athletic performance (Moritz, Feltz, Fahrback, and Mack 2000), performance at work (Sadri and Robertson 1993). The findings disclosed a significant impact of self-efficacy beliefs on the individual's performance and motivation. Individuals with high level of self-efficacy are inclined to perform activities in a successful way. Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement (Pintrich, 1999; Zimmerman, 2000). Similarly, research has consistently shown that self-efficacy is positively associated with general academic achievement (Caprara, Barbaranelli, Steca, & Malone, 2006; Ferla, Valcke, & Schuyten, 2008; Griffin & Griffin, 1998; Jackson, 2002; Lane & Lane, 2001; Lane, Lane, & Kyprianou, 2004; Pajares, 1996; Pajares & Kranzler, 1995; Pintrich & De Groot, 1990; Schunk, 1981, 1984; Wood & Locke, 1987) and with performance in several specific domains, including math (Pajares & Miller, 1994, 1995), writing (Pajares, 2003; Pajares, Britner, & Valiante, 2000; Pajares & Johnson, 1996), homework practices (Bassi, Steca, Fave, & Caprara, 2007; Zimmerman & Kitsantas, 2005) and sports (Bond, Biddle, & Ntoumanis, 2001; Chase, 2001).

Self-efficacy beliefs have also received increasing attention in educational research, primarily in studies of academic motivation and of self-regulation (Pintrich & Schunk, 1996).

In this arena, self-efficacy researchers have focused on three areas. Researchers in the first area have explored the link between efficacy beliefs and college major and career choices, particularly in science and mathematics (Lent & Hackett, 1987). This line of inquiry has

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important implications for counseling and vocational psychology theory and practice, given that findings have provided insights into the career development of young men and women and can be used to develop career intervention strategies.

### ***Emotional maturity and self-efficacy among students***

Emotional maturity is a natural and inevitable essential outcome of the students' growth and development. It is important in the behavior of students as they are the pillars of the future generation. There are various studies that show importance of emotional maturity among students. Stephen (2002) conducted a study related to neuroticism and emotional maturity among female students and found that the individuals who scored higher are having a low level of emotional maturity. Sheema, A. (2005) has found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotional stable compared to male students. Arya (1984) has found that boys and girls of superior intelligence have better emotional maturity. Superior intelligent boys do well on the emotional maturity than girls of superior intelligence. Residence (urban, semi urban, rural) does not link with emotional maturity. The other psychological factor proven by researchers to have influence on the students is self-efficacy. A study conducted by Hirose et al. 1999 on the effects of self-efficacy on adjustment of college students found that this factor is very necessary for college adjustment. Researchers, who have studied the constructs of emotional maturity and self-efficacy on the sample groups of students, have highlighted that both of these constructs have significant impact on the success of high school to university transitions (Bean et al, 1990). The said constructs have also been related to persistence, tenacity and achievement in educational setting (Bandura. et al, 1986). The studies conducted by Zimmerman (1995), Watson and May (2000), Lent et al (2009) Hirose et al. (1999) Bandura (1997), Schunk (1995) and Collins, Bouffard, Parent and Larivee, (1991) also highlight the importance of self-efficacy in various settings. Arya (1984), Lohithakshan (2002) have stressed the importance of emotional maturity among the students. It is to be noted that, very less research has been done for the assessment of these constructs on the sample group of students studying in the state of Jammu and Kashmir.

In the backdrop of the above discussion, the present study entitled "Emotional maturity and self-efficacy, a comparative study between male and female hostellers of Kashmir University" is primarily addressed towards assessment of these constructs among the hostel students of university of Kashmir. This will not only add to the existing literature regarding the said variables but also provide an insight into the levels of these constructs among the hostellers. Furthermore, it will also help the educational policy makers to utilize the services of hostellers in a proper manner.

### ***Objectives***

1. To compare male and female hostellers of Kashmir university on emotional maturity.
2. To compare male and female hostellers of Kashmir university on self-efficacy.
3. To find the relation between emotional maturity and self-efficacy of Kashmir university hostellers.

### ***Hypothesis***

1. There is no significant difference between male and female hostellers of Kashmir University on emotional maturity.

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2. There is no significant difference between male and female hostellers of Kashmir University on self-efficacy.
3. There is no significant relationship between emotional maturity and self-efficacy of Kashmir university hostellers.

### *Sample*

The sample of the present study consisted of 200 hostellers of University of Kashmir selected purposively from the Boys and Girls hostels (Mehboob-ul-Alam Boys hostel, Moulana Anwar Shah Kashmiri Boy's hostel, Rabia Basri Girls hostel and Qurat-ul- Ain Girls hostel) of the University of Kashmir.

### *Tools Used*

Emotional Maturity Scale (Singh and Bhargava, 1971)

General Self-efficacy Scale (Jerusalem, M. and Schwarzer, R. 1979)

### *Analysis and interpretation of data*

**Table 1. Showing Mean Scores of Emotional Immaturity among Males and Females**

Gender	N	M	SD	df	t-value
Male	100	105.1	25.26	198	.920NS
Female	100	108.1	22.13		
N=200					

NS= Insignificant

The table 1 reveals that there is not a significant difference in emotional immaturity between male and female hostellers of Kashmir University ( $t = .920$ ,  $p = .359$ ). Thus, our null hypothesis  $H_{01}$  which states that, "There is no significant difference in emotional immaturity of hostellers of Kashmir University with respect to their gender" stands accepted.

**Table 2. Showing Mean Scores of Self- Efficacy among Males and Females**

Gender	N	M	SD	df	t-value
Male	100	30.63	5.108	198	1.68NS
Female	100	29.47	4.63		
N=200					

NS= Insignificant

The table 2 reveals that there is not a significant difference in self-efficacy between male and female hostellers of Kashmir University ( $t = 1.68$ ,  $p = .094$ ). Thus, our null hypothesis  $H_{02}$  which states that, "There is no significant difference in self-efficacy of hostellers of Kashmir University with respect to their gender" stands accepted.

**Table 3. Showing the Pearson's correlation coefficient(r) between self-efficacy and Emotional Immaturity**

Variables	R
Emotional Maturity	-.260*( $p < .001$ )
Self-Efficacy	

\* $P < 0.05$  level of significance

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The table 3 reveals that there is a significant negative correlation between self-efficacy and emotional immaturity ( $r = -.260$ ,  $p < .001$ ), indicating “more the self-efficacy, less is the emotional immaturity”. Thus, our null hypothesis Ho3 which states that, “There is no significant correlation between self-efficacy and emotional immaturity among hostellers of Kashmir University” stands rejected.

### CONCLUSION

A significant difference in emotional immaturity between male and female hostellers of Kashmir University was found whereas a significant difference in self-efficacy between male and female hostellers of Kashmir University was also observed. A significant negative correlation between self-efficacy and emotional immaturity was found indicating more the self-efficacy less is the emotional immaturity.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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