

Emotional Maturity among College Students in Relation to their Gender and Residential Area

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ABSTRACT

The present study aimed to know the emotional maturity among college students. It also aimed to check emotional maturity with reference to gender and residential area. 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 boys college students (30 urban area and 30 rural area) and 60 from girls college students (30 urban area and 30 rural area). The data was collected from Ahmedabad City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is significant difference in the mean score of emotional maturity among the boys and girls college students, Therefore it could be said that, the boys college students group is having high emotional maturity than girls college students group (2) There is no significant difference in the mean score of emotional maturity among the college students of urban area and rural area and (3) There is no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the gender and residential area.

Keywords: Emotional maturity, boys and girls college, students, urban area and rural area.

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

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

Meaning and Definitions of Emotional Maturity

Etymologically the word 'Emotion' is derived from the Latin word *Emovere* which means to stir up, to excite or to agitate. Emotional maturity implies understanding of oneself, understanding of the world and understanding of realities of life. Most of our emotional problems arise because we have not understood ourselves and our needs. Whenever there is an emotional situation, it implies an unmet need. By understanding ourselves and connecting to our feelings and needs, we can fulfill our needs as well as grow into a mature person. Emotional Maturity implies controlling one's emotions rather than letting our emotions get the better of us. Our emotional maturity depicts our capacity to manage and to check our emotions, to evaluate others' emotional state and to persuade their judgment and actions. A person's emotional maturity is very much influenced by his/ her relationship history. Emotional intelligence makes an important part of life, together with intellectual intelligence and relationship intelligence. Such intelligence can help one to assess emotional maturity and emotional freedom. How well we can tackle any relationship, is a major discernible factor to check our level of emotional maturity.

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 intraphysically 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".

Lakshinandan Nath (2015) had studied on Emotional Maturity of Secondary School Students in Dhemaji District of Assam. The study was conducted on 300 class-X students by giving due representation to boys (150) and girls (150) as well as rural and urban localities of the Dhemaji district. The 12 schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using Emotional Maturity Scale (M. Bhargava and Y. Singh (1990). The finding of the study reported that there were real differences on emotional maturity in respect of government and private as well as rural and urban secondary school students. The result shows that there was no significant difference between male and female secondary school students of Dhemaji district.

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Objectives

The objectives:

1. To Study of the emotional maturity among the boys and girls college students.
2. To Study of the emotional maturity among the college students of urban and rural area.
3. To Study of the interactive effect of emotional maturity with regards to gender and residential area.

METHODOLOGY

Hypothesis

- There will be no significant difference in the mean score of emotional maturity among the boys and girls college students.
- There will be no significant difference in the mean score of emotional maturity among the college students of urban area and rural area.
- There will be no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the gender and residential area.

Sample

The sample of the present study constituted total 120 students out of which 60 were from boys college students (30 urban area and 30 rural area) and 60 from girls college students (30 urban area and 30 rural area).

Research Design

A total sample of 120 students equally distributed between boys and girls and residential area from Ahmedabad City selected for the research study.

Showing the table of Sample Distribution

Residential Area (B)	Gender (A)		Total
	Boys students (A ₁)	Girls students (A ₂)	
Urban Area (B ₁)	30	30	60
Rural Area (B ₂)	30	30	60
Total	60	60	120

Variable

Independent Variable

- **Gender:** Boys and Girls students.
- **Residential Area:** Urban and Rural Area.

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 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.

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Procedure

The permission was granted from various college students for data collection in Ahmedabad City after the establishment of rapport, personal information and the ‘Emotional maturity Questionnaire (SCQ)’ was administered the data was collected, scored 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 gender and residential area.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	4675.01	4.55	0.05*
SS _B	1	273.01	0.27	N.S.
SS _{A*B}	1	826.87	0.80	N.S.
SS _{Error}	116	1027.25	—	—
SS _{Total}	119	124935.99	—	—

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

A= Gender

B= Residential Area

A₁ = Boys

B₁ = Urban Area

A₂ = Girls

B₂ = Rural Area

Table: 2 The Table showing the Mean Score of emotional maturity of boys and girls students.

	A (Gender)		‘F’ value	Sign.
	A ₁ (Boys)	A ₂ (Girls)		
M	90.40	77.92	4.55	0.05
N	60	60		

The above table no.2 shows the mean score of emotional maturity among boys and girls college students. The mean score of boys students group is 90.40 and girls students group is 77.92. The ‘F’ value is 4.55 is significant at 0.05 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 indicates 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.1 that, “There is no significant difference in the mean score of emotional maturity among the boys and girls students” is rejected.

Table: 3 The Table showing the Mean Score of emotional maturity of college students of urban and rural area.

	B (Residential Area)		‘F’ value	Sign.
	B ₁ (Urban Area)	B ₂ (Rural Area)		
M	85.67	82.65	0.27	N.S.
N	60	60		

The above table no.3 shows the mean score of emotional maturity among college students of urban and rural area. The mean score of college students of urban area group is 85.67 and college students of rural area group is 82.65. The ‘F’ value is 0.27 which was found to be not-significant level at 0.05. Therefore, the hypothesis no.2 that, “There is no significant

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difference in the mean score of emotional maturity among the college students of urban and rural area” is accepted.

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

			A		‘F’ value	Sign.
			A ₁	A ₂		
M	B	B ₁	76.80	94.53	0.80	N.S.
		B ₂	79.03	86.27		
N			60	60		

The above table no.4 shows the interactive effect of emotional maturity among the gender and residential area. The mean score of boy students of urban area group is 76.80, boy students of rural area group is 79.03, girl students of urban area group is 94.53 and girl students of rural area group is 86.27. The ‘F’ value is 0.80 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 gender and residential area” is accepted.

CONCLUSION

1. There is significant difference in the mean score of emotional maturity among the boys and girls college students, Therefore it could be said that, the boys college students group is having high emotional maturity than girls college students group.
2. There is no significant difference in the mean score of emotional maturity among the college students of urban area and rural area.
3. There is no significant difference in the interactive effect of the mean scores of emotional maturity with regards to the gender and residential area.

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Conflict of Interest

The author(s) declared no conflict of interest.

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