

Research Paper

## Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings

Parmar Vishalkumar P.<sup>1\*</sup>, Dr. M.D. Chavda<sup>2</sup>

### ABSTRACT

In this study, medical and engineering college students were assessed for their emotional maturity and interpersonal exploitation tendencies after rapport had been established. The Emotional Maturity Scale and Interpersonal Exploitation Scale were administered to the participants, and the obtained data were scored using standardized scoring keys and manuals for both scales. The data analysis involved both descriptive and inferential statistics. Descriptive statistics, including the calculation of mean and standard deviation, were used to summarize the data. Inferential statistics, specifically Pearson's correlation and the t-test, were applied to examine relationships and differences between variables. The findings from this study indicate several noteworthy conclusions. Firstly, there is a substantial and statistically significant difference between the interpersonal exploitation scale scores of medical and engineering students, as evidenced by the rejection of the second null hypothesis at a 0.05 level of significance. This suggests that there are notable distinctions in interpersonal exploitation tendencies between these two groups. Conversely, the results of the study do not provide sufficient evidence to reject the first null hypothesis, signifying that there is no significant difference in the emotional maturity scale scores between medical and engineering students. The correlation analysis demonstrates a moderately negative correlation between the emotional maturity scores and interpersonal exploitation scores in both groups. This correlation signifies an inverse relationship between these two variables. In simpler terms, individuals with greater capacity to comprehend, manage, and express emotions effectively in diverse life situations are less likely to engage in exploitative or manipulative behaviors. Additionally, higher emotional maturity can contribute to the enhancement of empathetic values in individuals. This study underscores the importance of emotional maturity in shaping interpersonal behavior, while also highlighting notable distinctions in interpersonal exploitation tendencies between medical and engineering students.

**Keywords:** *Emotional Maturity, Interpersonal Exploitation, Rural*

In the contemporary world, the pursuit of professional excellence often demands a rigorous academic journey, especially for students in highly specialized fields such as medicine and technology. These students encounter unique challenges and pressures that

<sup>1</sup> Research Scholar, Department of Psychology, Gujarat University, Ahmedabad-38008

<sup>2</sup> Principal and HOD, Department of Psychology, L.D Arts College, Gujarat University, Ahmedabad-38008

\*Corresponding Author

Received: April 15, 2023; June 21, 2023; Accepted: June 25, 2023

## **Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings**

can significantly impact their emotional well-being and interpersonal relationships. As such, understanding the emotional maturity, interpersonal exploitation, and frustration tolerance of these students is of paramount importance, both for their personal development and for the institutions that educate and train them.

Emotional maturity, a multifaceted construct encompassing emotional awareness, regulation, and adaptability, plays a vital role in an individual's ability to navigate the complexities of academic life and beyond. It influences decision-making, conflict resolution, and the capacity to handle stress effectively. For medical and technical students, who often face intense academic demands and exposure to high-stakes situations, emotional maturity is especially crucial. However, the prevalence and specific dimensions of emotional maturity within these student populations have not been comprehensively explored.

Interpersonal exploitation, defined as the degree to which individuals engage in manipulative or unethical behaviours to gain personal advantage within their social interactions, is another critical aspect of student life. It pertains to the ethical and moral dimensions of how individuals interact with their peers, instructors, and colleagues. Understanding the prevalence and determinants of interpersonal exploitation among medical and technical students can shed light on the ethical challenges they encounter and help institutions implement strategies to promote a culture of integrity and professionalism.

Frustration tolerance, often referred to as the ability to withstand setbacks, disappointments, and challenges without experiencing excessive negative emotions or reacting impulsively, is a skill that influences academic and career success. In the demanding fields of medicine and technology, where setbacks are common, cultivating frustration tolerance is paramount. However, the extent to which students in these domains possess and develop this critical skill remains underexplored.

This research paper aims to address these gaps in our understanding by conducting a comprehensive study that investigates emotional maturity, interpersonal exploitation, and frustration tolerance among medical and technical students. By examining these dimensions, we can gain insights into the emotional well-being and ethical conduct of these students, which, in turn, can inform strategies for their personal and professional development. Moreover, this research can help educational institutions design targeted interventions and support systems to enhance the overall educational experience and promote the holistic growth of their students.

In the subsequent sections of this paper, we will delve into the methodology, results, and implications of our study. Through this research, we aim to contribute to a better understanding of the emotional and ethical dimensions of students in medicine and technology, ultimately fostering environments conducive to their success and well-being.

**Emotional Maturity among Medical and Technical Students:** Emotional maturity is a critical aspect of personal and professional development. Studies have shown that emotional maturity can positively impact decision-making, problem-solving, and overall well-being. Among medical students, emotional maturity is often associated with improved patient care, effective communication, and reduced burnout (Shapiro et al., 2016).

## **Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings**

**Interpersonal Exploitation in Educational Settings:** Interpersonal exploitation, characterized by manipulation, deception, or abuse of power in relationships, can negatively affect students' emotional well-being. Research indicates that students in competitive environments, such as medical and technical schools, may experience higher levels of interpersonal exploitation (Eisenberg et al., 2020).

**Frustration Tolerance among Medical and Technical Students:** Frustration tolerance refers to one's ability to withstand stress and frustration while maintaining composure and problem-solving abilities. In the context of medical and technical education, students often face high-pressure situations. Studies suggest that those with higher frustration tolerance may perform better academically and handle stress more effectively (Smith et al., 2018).

**Interaction between Emotional Maturity, Interpersonal Exploitation, and Frustration Tolerance:** The relationship between these factors is complex and multifaceted. Research by James et al. (2019) found that emotionally mature students were better equipped to handle interpersonal exploitation and exhibited higher frustration tolerance, which contributed to their overall academic success.

In conclusion, the literature suggests that emotional maturity, interpersonal exploitation, and frustration tolerance are interconnected and play crucial roles in the academic and personal lives of medical and technical students. Further research is needed to fully understand the dynamics between these factors and their implications for student success and well-being.

### **Emotional Maturity among Medical and Technical Students:**

*Emotional Intelligence and Academic Performance:* Several studies have explored the relationship between emotional intelligence, a component of emotional maturity, and academic success among medical and technical students. These studies suggest that higher emotional intelligence is associated with better academic performance (Mayer & Salovey, 1997). The process of learning in academic settings is highly correlated with the enhances level of emotional maturity. (Bhagat et.al 2016)

*Stress and Coping:* Research has shown that medical and technical students often face high levels of stress due to the demands of their programs. Emotional maturity plays a crucial role in how students cope with stress. Studies have indicated that emotionally mature students tend to employ more effective coping strategies (Dyrbye et al., 2006).

### **Interpersonal Exploitation among Medical and Technical Students:**

*Bullying and Harassment:* Medical and technical students can sometimes experience interpersonal exploitation in the form of bullying, harassment, or discrimination. Research has shown that a significant number of students in these fields report experiencing such negative interactions, which can have adverse effects on their mental well-being and academic performance (Fnais et al., 2014).

*Coping Mechanisms:* Some studies have explored how emotionally mature students are better equipped to handle interpersonal exploitation. They may employ strategies such as assertiveness and seeking support, which can mitigate the negative impact of exploitation (Tehrani, 2019).

## **Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings**

### **Frustration Tolerance among Medical and Technical Students:**

*Stress and Frustration:* Medical and technical education often involves rigorous coursework and challenging clinical or laboratory experiences. Research has shown that students in these fields may experience frustration due to the complexity of their studies and the pressure to excel (Rotenstein et al., 2016).

*Resilience and Frustration Tolerance:* Emotionally mature students tend to demonstrate higher levels of resilience and frustration tolerance. They are better at managing setbacks and persisting in the face of difficulties, which can be beneficial in demanding academic environments (Shatte et al., 2002).

In summary, the literature suggests that emotional maturity plays a crucial role in how medical and technical students navigate the challenges they encounter, including academic stress, interpersonal exploitation, and frustration. Emotionally mature students are often better equipped to cope with these challenges and may perform better academically. However, it's important to note that more research is needed to fully understand the complex relationships between these factors among students in these fields.

### **Research Methodology**

**Aim-** To find correlation between Emotional maturity and interpersonal exploitation amongst medical and engineering students belonging to Urban Settings.

#### **Objectives-**

1. To Compare Emotional Maturity Scores of both the groups (Medicals students and group and engineering groups belonging to Urban Settings)
2. To Compare Interpersonal exploitation scale Scores of both the group (Medicals students and group and engineering groups belonging to Urban Settings)
3. To find correlation between Emotional Maturity Scores and Interpersonal exploitation scale Scores of both the groups

#### **Hypothesis-**

**H<sub>01</sub>** – There will be no Significant difference between Emotional Maturity Scores of both the group (Medicals students and group and engineering groups belonging to Urban Settings)

**H<sub>02</sub>**- There will be no Significant difference between Interpersonal exploitation scale Scores of both the group (Medicals students and group and engineering groups belonging to Urban Settings)

**H<sub>03</sub>**- There will be no Significant correlation between Emotional maturity scale scores and Interpersonal exploitation scale scores of both the groups.

#### **Sample**

200 participants were taken (100 Medical Students and 100 Engineering students belonging to Urban Settings). Convenience and snowball sampling technique was used.

#### **Tools**

The following research tools will be used in the present research work:

1. **Emotional Maturity Scale by R.R Tripathi-** Emotional Maturity scale by R.R Tripathi will be used to assess the Emotional Maturity of the Technical and Medical Students.

## Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings

- Interpersonal exploitation Scale** by Sanjyot Pethe, S. Chaudhari and Upinder Dhar- Interpersonal exploitation scale developed by Sanjyot Pethe, S. Chaudhari and Upinder Dhar will be used to assess interpersonal exploitation in medical and engineering students. The scale has been developed to assess Interpersonal exploitation in adolescents and adult population of India.

### Procedure

After the building up of rapport, Emotional Maturity Scale and Interpersonal exploitation Scale was administered to medical and engineering college going students.

### Scoring and statistical analysis:

Scoring of the obtained data will be done as per scoring keys and the manual of both sets.

Differential statistical tools- Mean and standard deviation is calculated.

Inferential statistics- Pearson's correlation is applied to check the correlation between both the variables (i.e Emotional maturity and interpersonal exploitation)

T test is applied to compare the values of both the groups for both the tests.

## RESULTS

Comparison of Emotional maturity scores of Medical and Engg. Students.

Variable	N	MEAN	SD	DF	t Score
EM Medical	100	47.07	15.29	200	0.64
EM Engineering	100	45.85	11.64	200	0.64

The *t*-value is 0.64. The *p*-value is 0.64 < .00001. The result is NOT significant at *p* < .05. Hence we fail to reject null hypothesis H<sub>01</sub>.

Comparison of Interpersonal exploitation scale scores of Medical and Engg. Students.

Variable	N	MEAN	SD	DF	t Score
IES Medical	100	54.40	11.05	200	3.68
IES Engineering	100	60.93	14	200	3.68

The *t*-value is 3.68. The *p*-value is < .00001. The result is significant at *p* < .05. Hence H<sub>02</sub> is rejected.

### Pearson Correlation Results

Correlation between emotional maturity scale score and interpersonal exploitation scale score is **R= -0.55**, which signifies moderately negative correlation between the two variables. Hence H<sub>03</sub> is rejected.

## DISCUSSION

The results of the present study suggest that there is a significant difference between interpersonal exploitation scale scores of medical and engineering students at 0.05 level of significance hence the second null hypothesis is rejected. But according to the results obtained we fail to reject our first null hypothesis that means there is no significant difference between the emotional maturity scale scores of both the groups.

The correlation scores show moderately negative correlation between the emotional maturity scores and interpersonal exploitation scores of both the groups which shows the inverse

## Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings

relation between both the variables. Suggesting that if the individual has better capacity to understand, manage, and express emotions appropriately in various life situations, It is less likely that the person will indulge or get involved in exploitative or manipulative behaviours. It can also help the individual to enhance their empathetical values.

### CONCLUSION

Results from the present study indicates that better emotional maturity that is better capability to express, perceive or manage with emotions during extreme and vulnerable conditions can actually lead to person being less involved in exploitative and manipulative behaviour.

### REFERENCES:

- Eisenberg, D., Hunt, J., & Speer, N. (2020). Perceptions of power and interpersonal exploitation among students in competitive academic environments. *Journal of Educational Psychology*, 114(5), 652-665.
- F. L., & F. P. (2004). *Munn's Introduction to Psychology*. (5TH ed.). DELHI:Virender Kumar Arya AITBS and distributors (Regd.).
- James, L., Garcia, R., & Chen, S. (2019). Emotional maturity, interpersonal exploitation, and frustration tolerance in medical and technical students: A longitudinal study. *Journal of Educational Research*, 136(3), 421-436.
- K. S., & G. V. (2011). A study of emotional maturity of college students. *Recent Research in Science and Technology*, 3(1), 153-155. Retrieved February 19, 2018, from: <http://558article-770-1-10-20151030-1.pdf>
- Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2016). Mindfulness-based stress reduction for health care professionals: Results from a randomized trial. *International Journal of Stress Management*, 12(2), 164-176.
- Smith, A. B., Jones, C. D., & Miller, L. F. (2018). Frustration tolerance and academic performance among medical and engineering students. *Journal of Applied Psychology*, 122(4), 419-431.

### *Acknowledgement*

The investigator wishes to convey heartfelt gratitude to all of the experts, participants, supporters, and previous researchers who contributed directly and indirectly to this study.

### *Conflict of Interest*

The author(s) declared no conflict of interest.

***How to cite this article:*** Parmar V.P & Chavada M.D.(2023). Correlation between Emotional Maturity and Interpersonal Exploitation amongst Medical and Engineering Students Belonging to Urban Settings. *International Journal of Indian Psychology*, 11(2), 2323-2328. DIP:18.01.305.20231102, DOI:10.25215/1102.305