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A STUDY OF EMOTIONAL MATURITY OF COLLEGE GOING STUDENTS

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ABSTRACT: -

The present study is an attempt to study emotional maturity of college going students. In the present study the investigator is keenly interested to find out the relationship between adjustment and emotional maturity of Secondary School students. The investigator has



taken a sample of 104 U.G and P.G college students of Sonipat i.e. 52 U.G and 52 P.G. The sample was selected by using stratified random sampling technique. Emotional Maturity Scale was developed by Dr. Yashvir Singh and Mahesh Bhargava. There is no significant difference between the graduate and post-graduate college going

students emotional maturity. There is significant difference between arts and science students' emotional maturity. The teacher should be well trained about different stages of child development so that they can understand the emotional maturity level of students. This paper highlights that the teacher should treat the students equally regardless of their sex and should provide equal and ample opportunities to their students to develop their potentialities up to maximum.

KEYWORDS: Emotional Maturity, College Going Students.

INTRODUCTION :

Emotion is one of the important aspects of personality of an individual. Emotional disturbances are responsible for causation of psychosomatic disorders in many individuals. Most of the individuals show such emotional reactors as fear, worries, anxieties, annoyance, anger, resentment and irritability and find it hard to achieve the desired goal. Most of the individuals achieve less what they are expected to achieve. Negative feelings must be replaced by feelings of hopes, courage and willing cooperation so that they can excel more in their life.

EMOTIONS

Emotions are the most mysterious aspect of our self. They erupt spontaneously and once erupted, they take their own time to subside. They are part of the intricate play of the energies inside the human body, about which presently we have very limited knowledge and physically very little control.

CONCEPT OF EMOTIONS

When a need state exceeds a critical level, there is around in human beings are very probably in all

mammalian species, subjective states of tensions or excitement which we denote in terms of threat craving or satisfaction. These states derive and affect set in process, complex behavioural and psychological activities which are generally known emotions.

TYPES OF EMOTIONS:-

Emotions change with age and the child's overall development throughout infancy, childhood, youth and adulthood. The common types of emotional expressions are:

1) Affection:-It is an expression of the feelings which 'reflect concern, warmth, regard, caring, sympathy and helpfulness'.

2) Love:-It involves a feeling of deep personal attachment and commitment, a much stronger and more complex emotion than affection.

3) Joy and Happiness Contentment:-They are similar emotions. Joy is a feeling of 'gladness and delight, happiness is a sense of wellbeing that generates attitude of good fortune and satisfaction, peace of mind and a feeling of being in time with the universe'.

4) Fear:-Fear is marked by such feelings as 'alarm, dread, anxious, concern, fright, terror and panic'.

5) Grief and Sorrow:-Grief and sorrow are strong emotions that reflect 'distress at losing a loved person, animal or object'.

6) Anger:- Anger is an emotion that children learn at an early period, serves many purposes. It is an expression of 'intense displeasure, rage or fury, while fear generally decreases intensity with age, but anger often increases both in forms or expression and intensity'. There are various factors which influence the emotions. These are 'Maturation, Environment, Cognition, Language and Communication skills, Socialization, Personality, Temperament and Motivation'.

MATURITY:-

Maturity is a term used in psychology to indicate that a person respond the circumstances or environment in an appropriate manner. Maturity need not necessarily comes with age but with 'awareness and understanding borne out of individual perception cognitive experience'.

CONCEPT OF MATURITY:-

The concept of maturity has received a 'great deal of explicit attention in the literature. The maturity denotes the end of the' growth and development. Development derives from maturation and learning. The concept is concerned with inside and outside forces of the human being. As, a term, maturity is used in two folds, first in reference to the behaviour of the adults that 'confirms their standard and expectations' and secondly, in reference to the 'behaviour under observation'. Maturity is usually used by psychologists in the second sense. Recent emphasis on the conflict between 'the regressive, depends versus the progressive, productive forces in the personality' has directed interest tow and the more detailed nature of maturity.

Types of Maturity:-

There are commonly three types of maturity:-

- a) Physical Maturity.
- b) Psychological Maturity (Emotional Maturity).
- c) Social Maturity.

JUSTIFICATION OF THE STUDY

In the present study the investigator is keenly interested to find out the relationship between adjustment and emotional maturity of Secondary School students. So they may be given adequate and proper guidance. Various students who are studying in colleges and universities when analyzed for their behaviour were found to have been emotionally matured and emotionally immature. Behind this kind of behaviour, there could be any reason viz., social, economical, mental and moral. It is obvious that emotional immaturity adversely

affects the efficiency of an individual. Mental stage of a person reflects in his behaviour in some form or the other. It is exposed that large number of students who are not emotionally matured, face problems in their adjustments. This study is aimed at finding out the reasons behind these unnatural behaviours of students of college in terms of their emotional maturity.

STATEMENT OF THE PROBLEM

"A STUDY OF EMOTIONAL MATURITY OF COLLEGE GOING STUDENTS"

OPERATIONAL DEFINITION OF THE TERMS USED

1. Emotional maturity is "a process in which the personality is continually striving for greater sense of emotional health, both intra — physically and intra- personally." In brief, emotional maturity can be called as the process of impulse control through the agency of "self" or "ego".

STATEMENT OF THE PROBLEM

"A STUDY OF EMOTIONAL MATURITY OF COLLEGE GOING STUDENTS"

OBJECTIVES OF THE STUDY

- To compare the graduate and post —graduate students' emotional maturity.
- To compare the science and arts students' emotional maturity.
- To compare the male and female students' emotional maturity.

HYPOTHESES

- There is no significant difference between the graduate and post-graduate college going students emotional maturity.
- There is no significant difference between arts and science students' emotional maturity
- There is no significant difference between male and female students emotional maturity.

SAMPLE

The investigator has taken a sample of 104 U.G and P.G college students of Sonipat i.e. 52 U.G and 52 P.G.

SAMPLE TECHNIQUE USED

The sample was selected by using stratified random sampling technique.

TOOLS USED

Emotional Maturity Scale was developed by Dr. Yashvir Singh and Mahesh Bhargava.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used for the analysis of the data:

- Calculation of mean.
- Calculation of standard deviation.
- Calculation of t-value.

ANALYSIS AND INTERPRETATION

OBJECTIVE:-1

To compare the graduate and post-graduate students emotional maturity.

HYPOTHESIS

There is no significant difference between the graduate and post-graduate students emotional maturity.

Table- 1
Graduate and post-graduate student emotional maturity

Students	Total No.	Mean	S.D	t-ratio	Remarks
U.G	52	99.73	31.01	17.91	Not-significant
P.G	52	87.92			

Significant at 0.05 level.

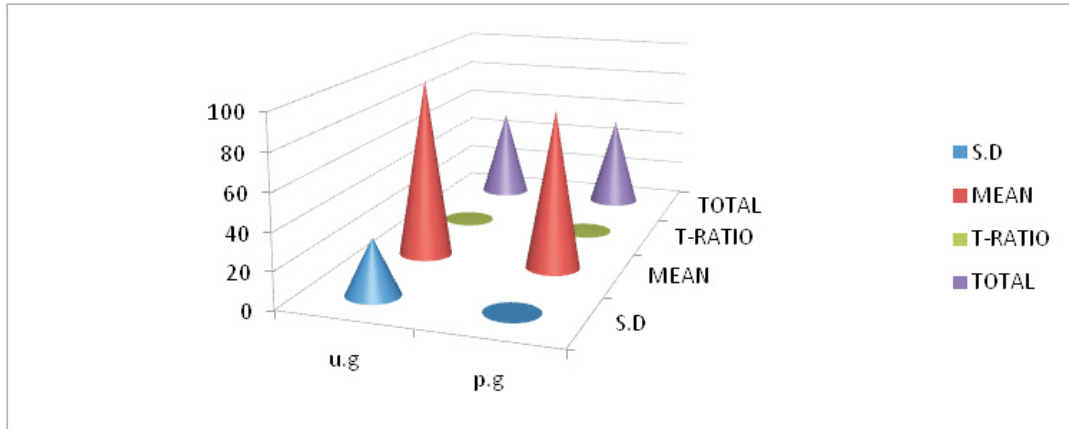


Figure 1.1 graduate and post-graduate students emotional maturity

INTERPPRETATIN OF DATA

It can be observed from the above graph 1.1 that mean scores of U.G and P.G college students regarding th3eir emotional maturity are 99.73 and 87.92 respectively. The t-vale is 0.329 at 0.5 level which is not significant. It means emotional maturity is not significant. Hence, hypothesis is accepted.

OBJECTIVE:2

To compare the science and arts college students emotional maturity.

TABLE:-2
EMOTIONAL MATURITY BETWEEN ARTS AND SCIENCE STUDENTS

STUDENTS	TOTAL NO.	MEAN	S.D	T RATIO	MARKS
ARTS	52	88.96	22.64	2.30	SIGNIFICANT
SCIENCE	52	98.67	20.30		

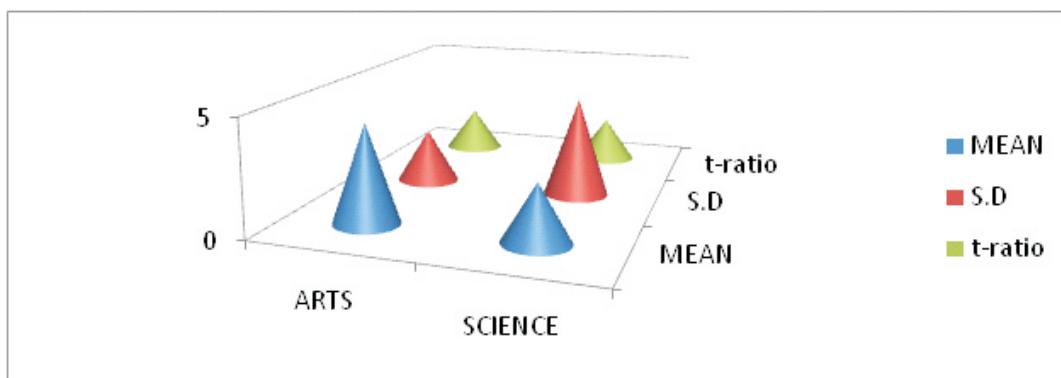


Figure: 1.2 EMOTIONAL MATURITIES BETWEEN ARTS AND SCIENCE STUDENTS

Interpretation

It can be observed from the above graph 1.2 that mean scores of arts and science college students regarding their emotional maturity are 88.98 and 98.67 the t value is 2.30 at .05 level. It means emotional maturity between arts and science students is significant. So, hypothesis is rejected.

OBJECTIVE:3

To compare the male and female college students regarding their emotional maturity

HYPOTHESIS

There is no significant between male and female students regarding their emotional maturity.

Table 3

Students	Total no.	Mean	S.D	t-value	Remarks
Male	52	94.59	29.95	0.30	Not significant
Female	52	93.05	20.55		

Male and female college students regarding their emotional maturity

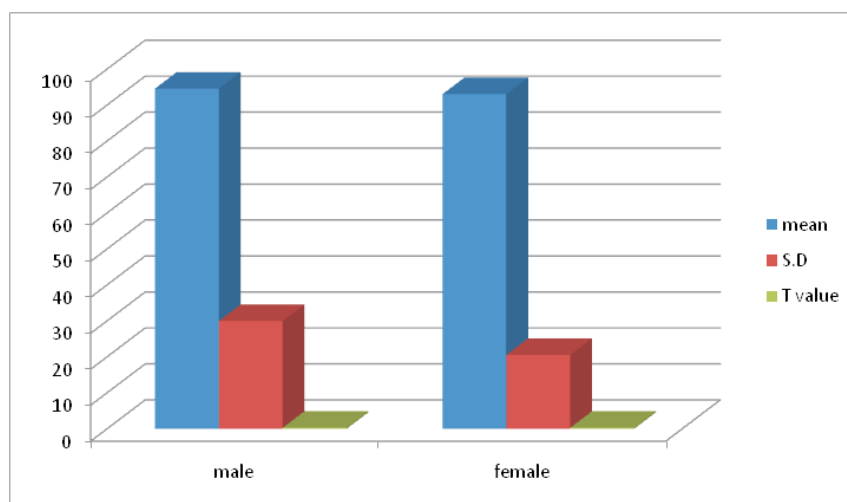


Figure:1.3 Male and female college students regarding their emotional maturity

INTERPRETATION

It can be observed from the above graph that mean scores of male and female college going students regarding their emotional maturity are 94.59 and 93.05 respectively. The t value is 0.3 at 0.05. It means emotional maturity of male and female college students is not significant.

FINDINGS OF THE STUDY

The study with different stages of investigations reached the following findings, which are the result of an analysis of data collected systematically.

1. There is no significant difference between the graduate and post-graduate college going students emotional maturity.
2. There is significant difference between arts and science students’ emotional maturity
3. There is no significant difference between male and female students emotional maturity.

EDUCATIONAL IMPLICATIONS

Emotional maturity helps a teacher to discriminate and understand highly immature students and their adjusting problems mainly to deal with them in a proper way.

- The teacher should be well trained about different stages of child development so that they can understand the emotional maturity level of students.
- The teacher should treat the students equally regardless of their sex and should provide equal and ample opportunities to their students to develop their potentialities up to maximum.
- The teacher should give extra time and attention to emotionally immature students.
- The teacher should store material and equipment in a flexible way which enables them to locate whatever they may be needed. Thus enabling immediacy in meeting individual needs and learner's autonomy to cater for.
- The teacher should provide positive reinforcement to the students

CONCLUSIONS

Educational maturity's one of the individuals non-cognitive factors that may affect the academic achievement of the student. There may be reasons or circumstances why emotionally matured people act in an irresponsible way, but they do not waste time making all kinds of excuse. Emotion is one of the important aspects of personality of an individual. Emotional disturbances are responsible for causation of psychosomatic disorders in many individuals. Most of the individuals achieve less what they are expected to achieve. So, Negative feelings must be replaced by feelings of hopes, courage and willing cooperation for more success in their life. The parents should pay special attention to provide healthy atmosphere to their children at home. Parents should not show discriminating attitude between boy and girl child. The teachers should apply wisdom for conducting management of educational institutions in respect of various psychological development of the individual. The administrator should provide flexible and motivating curriculum. Administrators should make available the facilities of guidance and counseling services for the students in colleges and universities.

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