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EMOTIONAL MATURITY IN STUDENTS OF PROFESSIONAL AND NON-PROFESSIONAL COURSES

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ABSTRACT:-

Professional course students have tough competition as they are expected to be successful in their career. Moreover, society in general has high expectations from professional course students. Parental or family expectations on one hand their own desire to

Professionals vs. non professionals



succeed in their chosen course builds a lot of pressure on professional students, those results in stress Level compared to non- professional course students. Present study was carried out to examine whether Professional and non-professional students differ in their emotional maturity Level. The descriptive study design was

employed, in which 50 Professional and 50 non-Professional course students were included. Emotional maturity Scale developed by yashvir singh and Mahesh Bharagava's (1990) was used to measure the emotional maturity of the samples. The sample chosen were in the age group between 19-21 years. The obtained data was analysed with the help of independent 't' test. The results revealed thatnot Significant difference between professional and non-professional courses Male and Female students in Emotional maturity.

KEYWORDS: Emotional maturity, Professional and non-Professional course students.

INTRODUCTION :

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. Hence, the study of emotional maturity is now emerging as a descriptive science, comparable with anatomy. They are the basic stuff out of which all motivation arises. Emotions not only impel us to action but often serve as goals of action also; seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said that man is a speck of reason floating on a sea of emotion. Success in life's endeavours does not depend on one's intelligence alone. One's emotional maturity also plays a significant part in determining whether one's ventures are successful or not. This is true in all academic activities, as success or not. This is true in all academic activates, as success in such activities involves a certain amount of emotional balance. Emotionally mature individuals generally evaluate, handle, control, and use emotions quickly. This is done more or less automatically. The less mature-often are inefficient, slow to analyse and often do not use their emotions constructively. This results in depleted self-motivation. Motivated and achieving individuals have a close match between their intellectual age and their emotional maturity. Unmotivated individuals have a lag in their emotional maturity. Emotional development has substantially lagged intellectual development and usually is

even behind chronological development.

Crow and Crow (1962), has also revealed "that emotionally mature or stable individual, regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behaviour".

Emotions are aroused by happenings or circumstances that enhance the gratification of a person need or the realization of high goal. It has been said that a person's emotional reaction to a happening depends both upon the nature of the happening itself and upon his own inner state. The same thing or happening make create joy in one and grief in another, all depending on the inner state of the individual. A mature person views life experience as learning experiences and, when they are positive, he enjoys and revels in life. When they are negative, he accepts personal responsibility and is confident and can learn from them to improve his life. When things do not go well, he looks for an opportunity to succeed. The immature person curses the rain while a mature person sells umbrellas. When things do not go as anticipated, the immature person stamps his feet, holds his breath and bemoans his fate. The mature person considers using another approach or going another direction and moves on with life. Rathee and Salh (2010) found that International players are significantly better in emotional maturity as compared to state players. When frustrated, an immature person looks for someone to blame. The mature person looks for solution. Immature people attack people; mature people attack problems. The mature person uses his anger as an energy source and, when frustrated, redoubles his efforts to find solutions to his problems

EMOTIONAL MATURITY:

Maturity as defined by Covey (1997) is the balance between courage and consideration. If a person can express his feelings and convictions with courage balanced with consideration for the feelings and convictions of other persons, he is mature. Maturity is a relative freedom from the well-known constellation of inferiority, egotism and competitiveness. The important attribute of maturity is a sense of reality. Its characteristic is flexibility and adaptability. The more mature an individual is, the more stable he is in adjustment. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature person has the capacity to make effective adjustment with himself, members of his family, his peers in the school/workplace, society and culture on the other hand emotional immaturity leads to general unhappiness as seen in the feelings of fear, failure, disappointment, frustration and stress. Such negative feelings affect the individual's performance. So, emotion in the organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual.

Attitudes are important determinants of behaviour. They are predispositions to act in characteristics ways as a result of certain stimuli. An attitude is a state of readiness to act not the behaviour itself. An attitude is preparatory and enables an individual to behave consistently Attitude, by products of experience, affects life and direct activity. They influence or condition an individual's pattern of behaviour. The child, who enjoys sufficient food and sleeps who feels secure in home life, who is given opportunities for self-expression and for experiencing intense emotional stresses may be expected to utilize his attitudes for his better development. He is likely to achieve emotional maturity and to avoid those behaviour displays, they are so characteristic of the emotionally immature. Hence, this study intends to examine the Emotional maturity between students of professional and non-professional courses.

METHODOLOGY

PROBLEM:

To study the emotional maturity between professional and non-professional course students.

OBJECTIS

Keeping the problem of the study in view, the following objectives were drawn:

- 1) To study the difference in emotional maturity between professional and non-professional course students.
- 2) To study the gender difference in emotional maturity between professional course students.
- 3) To study the gender difference in emotional maturity between non-professional course students.

HYPOTHESES

To understand the difference between professional and non-professional course students on the variables mentioned, the following hypotheses were framed.

- 1) There will be a significant difference in emotional maturity between professional and non-professional course students.
- 2) There will be a significant gender difference in emotional maturity between professional course students.
- 3) There will be a significant gender difference in emotional maturity between non-professional course students.

VARIABLES

Independent variables

- A) professional and non-professional course students
- B) Gender

Dependent variables

Emotional maturity

INCLUSION CRITERIA

Students between the age group of 19-21 would be included under Graduate Students only.

EXCLUSION CRITERIA

- 1) Students from broken family, divorced families.
- 2) Students who are mentally or physically challenged.

TOOLS

- 1) Semi structure interview schedule to obtain the demographic details.
- 2) Emotional maturity scale-yashvirsingh and Mahesh Bhargava's (1990)

RESEARCH DESIGN

Between groups design was used for the study.

SAMPLE

The Purposive Sampling technique was used to select the sample. On the whole, a total of 100 students were chosen as the sample. Among them 50 Professional and 50 Non-professional course students which included male and female subjects. The age group of the sample was between 19-21.

STATISTICAL ANALYSIS

Data was analysed with the help of descriptive statistics, mean SD, independent 't'-test. The statistical analysis was done with the help of SPSS 20.0 version.

RESULTS AND DISCUSSION

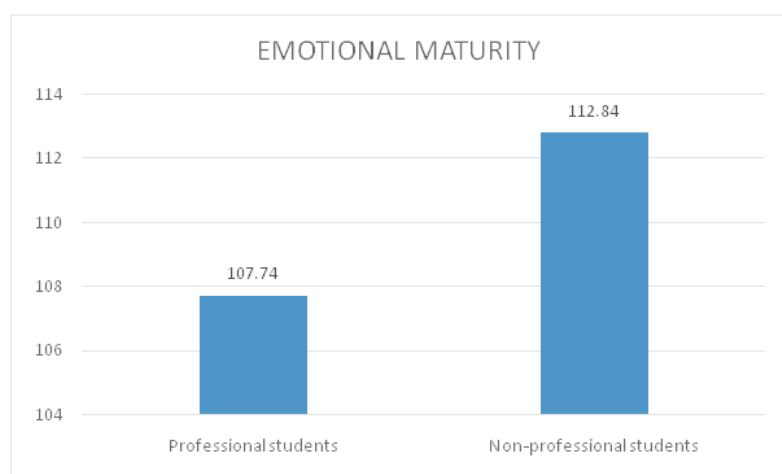
Table 1 Showing the mean difference and 't' value between professional and non-professional course students in Emotional maturity.

Variable	Group	N	mean	S.D	't' value
Emotional maturity	Professional students	50	107.74	20.30	1.17*
	Non-professional students	50	112.84	23.03	

* Not significant at 0.05 level

Table-1 Shows the result of Emotional Maturity between Professional and Non-Professional course students. As per the above table, the mean obtained is 107.74 and 112.84, with the standard deviation being 20.30 and 23.03 in Emotional maturity for Professional and Non- Professional course students respectively and obtained 't' value is 1.17, which revealed that it is not Significant at 0.05 level. Hence, the hypothesis which states that "There will be a Significant difference in Emotional Maturity between Professional and Non-Professional course students" has been rejected.

The Graph that follows depicts the mean difference in Emotional Maturity between Professional and Non-Professional course students.



Graph-1 depicting the mean scores of Emotional Maturity between Professional and Non-Professional course students.

Table 2 Showing the difference between Male and Female with in professional course students in Emotional maturity.

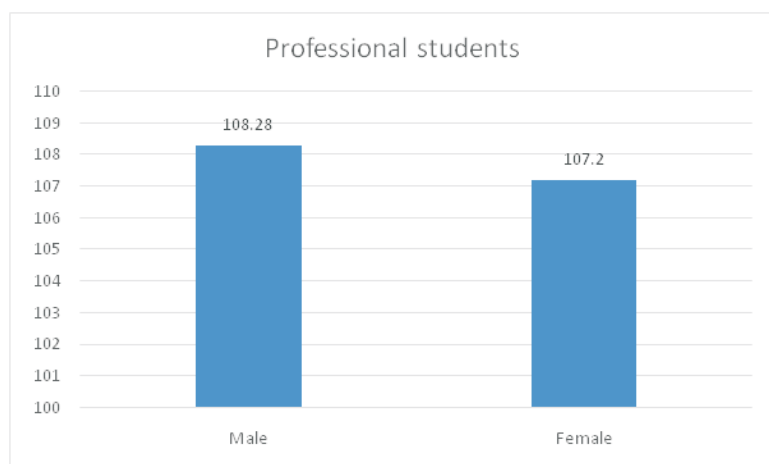
Variable	Group	N	Mean	S.D	't' value
Emotional maturity	Male	25	110.28	18.25	.78*
	Female	25	115.40	27.14	

*Not significant at 0.05 level

Table-2 Shows the result of Emotional Maturity between Male and Female within Professional course students. As per the above table, the obtained mean is 110.28 and 115.40 with the standard deviation being 18.25 and 27.14 respectively and obtained 't' value is .78, Which revealed that it is not Significant at 0.05 level. Hence, the hypothesis which states that "There will be a Significant gender difference in Emotional Maturity with

in Professional course students” has been rejected.

The Graph that follows depicts the mean difference in Emotional Maturity between Male and Female within Professional course students.



Graph-2 depicting the mean Scores of Emotional Maturity between Male and Female within Professional course students.

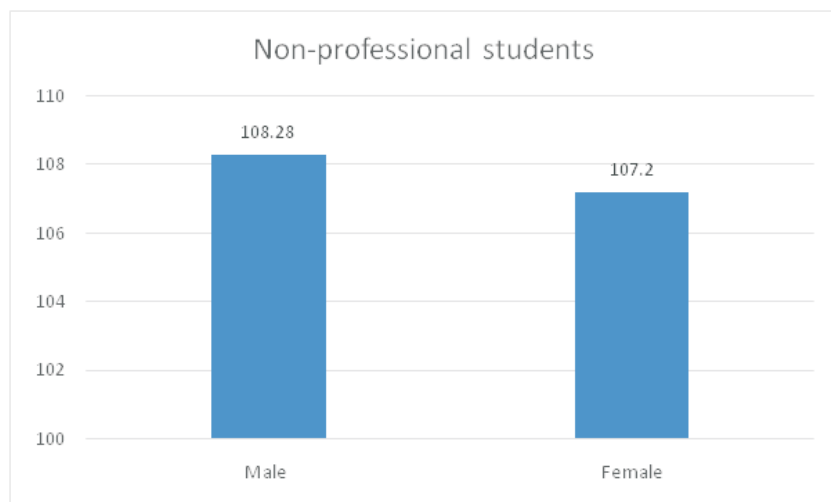
Table 3 Showing the difference between Male and Female with in non- professional course students in Emotional maturity.

Variable	Group	N	Mean	S.D	't' value
Emotional maturity	Male	25	108.28	20.67	.18*
	Female	25	107.20	20.33	

*Not significant at 0.05 level

Table-3Shows the result of Emotional Maturity between Male and Female within non-Professional course students. As per the above table, the mean is 108.28 and 107.20 with the standard deviation being 20.67 and 20.33 respectively and obtained 't' value is .18 which revealed it is not Significant at 0.05 level. Hence, the hypothesis which states that “There will be a Significant gender difference in Emotional Maturity within non-Professional course students” has been rejected.

The Graph that follows depicts the mean difference in Emotional maturity between Male and Female within Non-Professional course students.



Graph-3 depicting the mean Scores of between Emotional Maturity Male and Female with in Non-Professional course students.

SUMMARY AND CONCLUSION

CONCLUSIONS:

Based on the finding of the present study, the following conclusions were drawn.

Significant difference was not found between Male and female within professional and non-professional was not found between professional and non-professional course students in Emotional maturity. Emotional maturity at all levels will help a person to lead a healthy life. Life skill education must be initiated in Professional and non-professional college itself for their self-development. Skill development programmes and Vocational training programmes can be given to the students for their earned living.

LIMITATIONS OF THE PRESENT STUDY:

Sample was restricted to Bangalore city only.

SUGGESTIONS FOR FUTURE RESEARCH:

1. The study may be extended to other cities
2. other streams of Professional courses such as engineering, Architecture. Law and so on can be included in the future research to draw a more comprehensive picture.

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