



## IMPACT OF GENDER UPON DIMENSIONS OF EMOTIONAL MATURITY

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### ABSTRACT

*Students are the greatest resource of every nation. They are the future strength of a society. When they complete their school education and enter in to the college life they have to face a completely different social, emotional, educational and personal environment. They need to be more emotionally mature than before to tackle the changing scenario. This paper deals with the emotional maturity of college going boys and girls. Attempts have been made to assess the impact of gender upon emotional maturity. Various dimensions of emotional maturity have been measured to study the difference. A sample of 100 college going undergraduate students from Nainital district of Uttarakhand have been selected with the help of randomized sampling technique. Out of these 100 students 50 were male and rest 50 was female students. As a tool Emotional Maturity Scale (EMS) constructed by Singh and Bhargava, 1991 was used. With the help of this scale five broad dimensions of Emotional Immaturity- Emotional Instability, Emotional Regression, Social Mal-adjustment, Personality Disintegration and Lack of Independence have been measured. Findings indicate differences in the emotional maturity of boys and girls upon various dimensions. In overall scores boys appeared to be more emotionally mature than girls. Factors behind these differences have been tried to assess. Dimension-wise analysis of emotional maturity would help the parents, teachers and administrators to have knowledge of the emotional development of their children and students and to help them in building a well balanced personality.*



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**KEY WORDS :** Emotional maturity, Gender, Dimensions of emotional maturity.

### INTRODUCTION

Students are the future citizens of a country. They constitute a large group and are the greatest resource of every nation. After school when they enter in the college they have to adjust their own changes in personality on one side and the changing socio-economic environment on the other side. Emotional development is one of the major aspects of their growth and overall development. It controls their Intellectual, social and moral development. In the modern society the complexities of life has affected the stability of emotions. This emotional instability leads to anxiety and stress. In recent years there has been growing interest in adolescents' transition to college and the development of socio-emotional challenges that accompany the transition. As the students are the pillars of the future generations, their Emotional maturity is vital one. So the present study intends to measure the Emotional Maturity of college students in the context of their gender.

As emotions play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. According to Walter D. and Smitson W. S. "emotional maturity is a process in which the personality is constantly striving for greater sense of emotional health, both intrapsychically and intra-personally". Emotional Maturity is not only the effective determinant of personality pattern, but also helps to control the growth of individual development. It is the effective control of

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emotions and manifestation of good and appropriate emotional responses to the situations of life; response stability in emotional responses ( Biswas & Aggerwal 2005). The concept of mature emotional behaviour of any level is that which reflects the fruits of normal emotional 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.

#### AREAS OF EMOTIONAL MATURITY:

There are various areas of emotional maturity. These are stated as:

**1-Emotional Stability-** “Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.”

**2-Emotional progression-** Emotional progression is also known as emotional development. Emotional development/progression is the emergence of a child’s experience, expression, understanding, and regulation of emotions from birth through late adolescence.

**3-Social Adjustment-** social adjustment is an effort made by an individual to cope with new standards, values and needs of a society, in order to be accepted. It can be defined as a psychological process.

**4-personality Integration-** Integrated personality is one in whom aspects of personality are working in a harmonious and effective manner.

**5-Independence-** Independence is of central importance to the elderly (kontana, 1997; kending, 1986). Yet their achievement of independence is often constrained (Kuypers, 1972; Bromley, 1978).

Kaplan and Baron have elaborated the characteristics of an emotionally mature person. According to them, he 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 child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

#### REVIEW OF RELATED STUDIES

Emotional maturity is something that we must develop in our lives by knowing how to respond to situations in a mature and responsible manner. Several studies have been done by different researchers to assess the emotional maturity level of college students at different places. Rajakumar and. Soundararajan (2012) found significant differences between male and female’s emotional maturity score. Arya [1984] 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.

Gupta and Poonam [1989] has found that the characteristics behaviour of the girls is more sober, well-behaved, shy and reserved as compared to boys. Boys behave more openly and are more interested in bold activities. Stephen [2002] conducted a study related to neuroticism and emotional maturity among college female students and found that the individuals who scored higher neuroticism are having a low level of emotional maturity. Nelson (2005) in his research related to "Emotional Intelligence and Emotional Maturity" says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects certain level of social and emotional maturity. Based on the above

reviews the investigator also intended to study the emotional maturity of the college students of Uttarakhand.

### NEED AND IMPORTANCE OF THE STUDY

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a new field of descriptive science. Emotional maturity is not only the effective determinant of personality pattern but also helps to control the development of the adolescent. As the students are the pillars of the future generations their pattern of Emotional maturity is vital. So the present study intends to measure the Emotional Maturity of college going male and female students.

### OBJECTIVES AND HYPOTHESES OF THE STUDY-

Following Objectives and Hypotheses had been framed for the Study -

1. First objective of the study was to find out whether there is any significant difference between college going male and female students upon various dimensions of emotional maturity as-Emotional Instability, Emotional Regression, Social Mal-adjustment, Personality Disintegration and Lack of Independence. It was hypothesized that there would be no significant difference between the two groups.
2. Second objective of the study was to find out the impact of gender upon overall level of emotional maturity of college going male and female students. It was hypothesized that there would be no significant impact of gender upon overall emotional maturity of the two groups.

### METHOD

#### Sample

For the sample 100 college going undergraduate students have been selected with the help of randomized sampling technique. Out of these 100 students 50 were male and rest 50 was female students. The age range of the sample was between 17 to 20 years. All of the students hailed from Nainital district of Uttarakhand.

#### Tools used

For the collection of data *Emotional Maturity Scale (EMS)* constructed by Singh and Bhargava, 1991 was used. This scale measures a list of five broad factors of Emotional Immaturity-Emotional Instability, Emotional Regression, Social Mal-adjustment, Personality Disintegration and Lack of Independence. It is a self reporting five point scale. Items of the scale are in question form demanding information for each in any of the 5 options: Always, Mostly, Uncertain, Usually and Never. The items were scored as 5, 4,3,2,1 respectively. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice versa. The scale has total 48 items. Reliability of the scale was determined by test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86. The scale was validated against external criteria, i.e., the (d) area of the adjustment inventory for college students by Sinha and Singh (1995). The inventory has 'd' area measuring emotional adjustment of college students. The number of items of this area is twenty one. Product moment correlation obtained between total scores on all twenty one(d) items and total scores on EMS was .64 (N=46). Scoring was done as per the manual.

#### Procedure

The administration of the institute was informed and consent to conduct the study was taken. Consent was also taken from the respondents after explaining to them the purpose of the research as well as the academic use of the data later on. Emotional maturity test was given individually to all the subjects. Before administering the tests a short intake interview was taken where their doubts related to the tests

were dealt with. Simple clarifications of word meanings were given on request without influencing subjects responses. Scoring was done as per given in the manual.

### Statistical Treatment

After collection of data Mean, SD and 't' test had been calculated to test the significance of means of the two groups.

### Results

Findings have been summarized in the table-1. Table shows the dimension wise Mean, SD and t scores of emotional maturity of both male and female college going students. A close perusal of the table shows that the first dimension of emotional maturity was Emotional Instability. In this dimension the impact of gender was found significant ( $t=2.83$ ). The males ( $M=19.20$ ) were found more stable than their female ( $M=21.50$ ) counterparts. The second dimension was Emotional Regression. In this dimension the Mean difference was not significant ( $t=.62$ ), however males ( $M=22.02$ ) have shown more regression than females ( $M=21.12$ ).

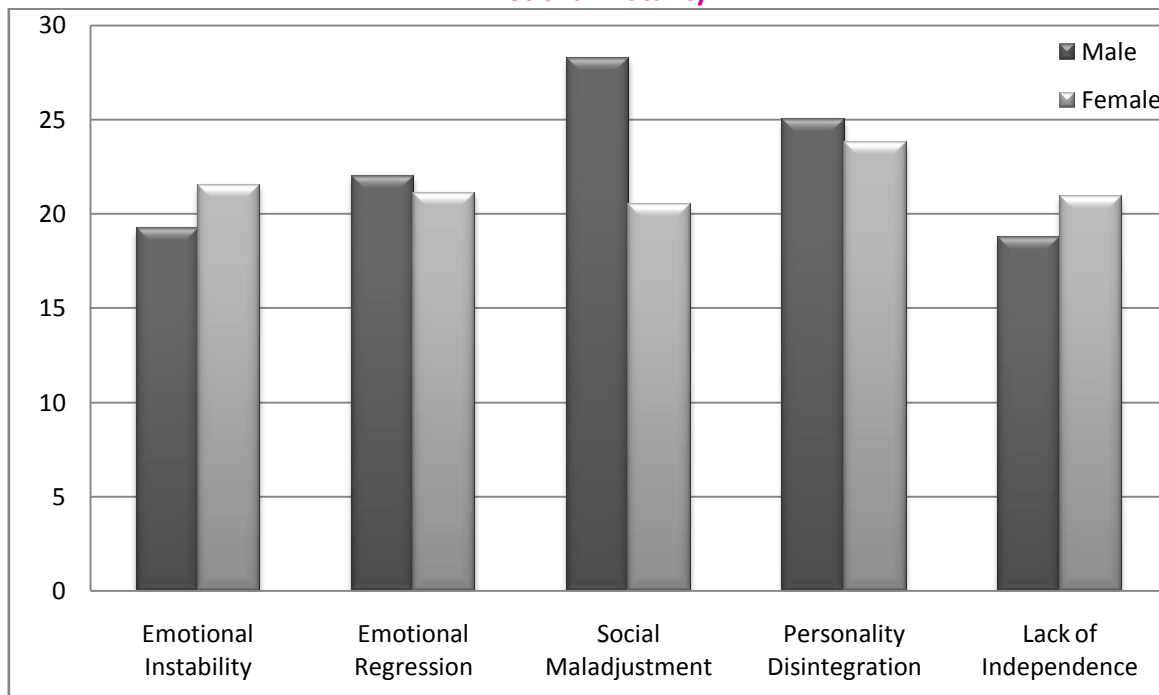
The third dimension was Social mal-adjustment. The results reveals that social mal-adjustment was higher in males ( $M=28.25$ ) than females ( $M=26.50$ ). However the difference of the means was not found significant ( $t=1.17$ ). The fourth dimension was Personality Disintegration. In this dimension males ( $M=25.02$ ) have shown more integrated personality than females ( $M=23.82$ ), although the mean difference was not found significant ( $t=1.52$ ). The fifth dimension was Lack of Independence. Females ( $M=20.92$ ) have shown more lack of Independence than males ( $M=18.76$ ). In this dimension the impact of gender was found significant ( $t=2.96$ ). Dimension-wise scores of emotional maturity have been presented in the Figure-1.

The overall scores on emotional maturity reveals that the impact of gender upon emotional maturity of college students was not found significant ( $t=1.43$ ). However mean scores indicate male students ( $M=99$ ) to be a little mature than their female ( $M=106$ ) counterparts. These scores have been presented in Figure-2.

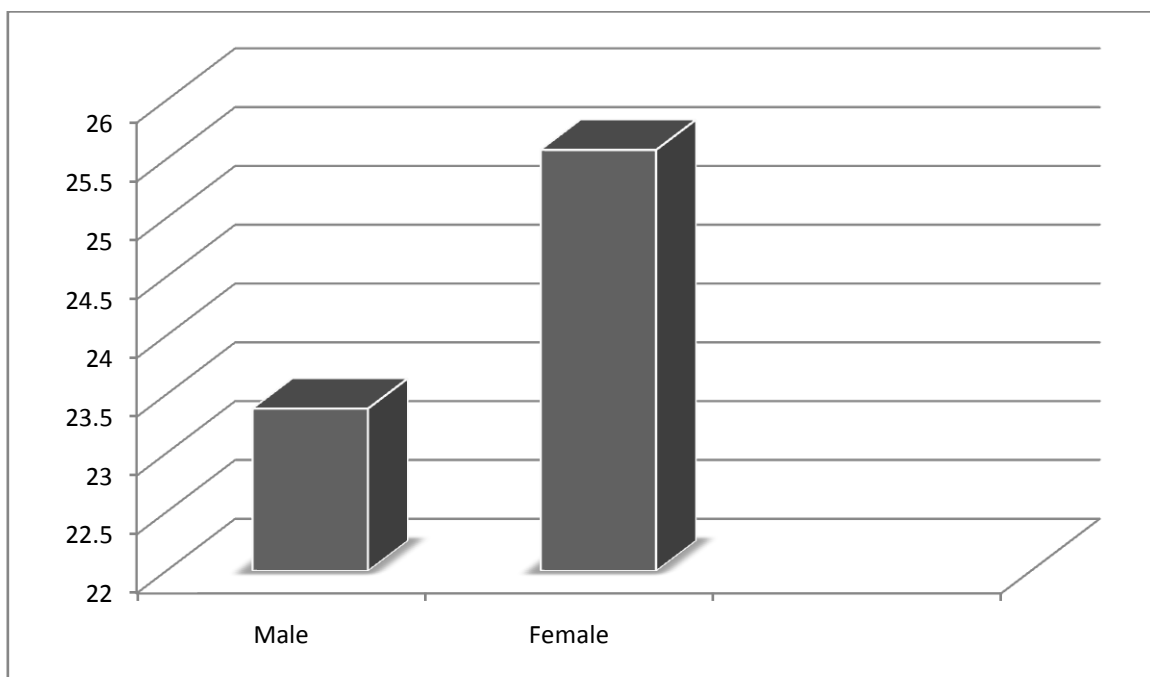
**Table – Level of Emotional maturity and its dimensions of Male and Female college students:**

Dimensions Of Emotional Maturity	Male			Female			t value	Remarks
	N	Mean	SD	N	Mean	SD		
Emotional Instability	50	19.20	3.48	50	21.50	4.57	2.83	S
Emotional Regression	50	22.02	7.94	50	21.12	7.43	0.62	NS
Social Mal-adjustment	50	28.25	05.31	50	26.50	6.42	1.17	NS
Personality Disintegration	50	25.02	4.23	50	23.82	3.71	1.52	NS
Lack of Independence	50	18.76	3.60	50	20.92	3.78	2.96	S
Emotional Maturity(Total)	50	99	23.38	50	106	25.58	1.43	NS

**Figure-1: Figure showing the Mean values of Male and Female college students on various Dimensions of Emotional Maturity**



**Figure-2 Overall Emotional Immaturity scores of College going Male and Female students**



**DISCUSSION**

In this study attempts had been made to assess various dimensions of emotional maturity of college going male and female students. Five dimensions of emotional maturity had been measured. The first dimension was emotional instability. It represents syndrome of lack of capacity to dispose off problems,

irritability, vulnerability, stubbornness and temper tantrums. In our study male students have appeared to be more emotionally stable than females. It may be because of the different developmental environment provided by the society to both of the groups. Aleem and Sheema (2005) have also found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable as compared to male students. The second dimension was Emotional Regression. It represents such syndromes as feelings of inferiority, restlessness, hostility, aggressiveness and self centeredness. In our study the impact of gender was not found significant, both the groups have shown almost equal regression tendencies. In their study Holmbeck and Wandrei (1993) found that student's emotional health depends upon how well he connects with people and maintain relationships with his peers.

The third dimension was Social Mal-adjustment. This dimension indicates a lack of social adaptability in the individual. It directly affects the individual's capacity to adjust in front of changing social situations and demands. In this study females have shown a better level of social adjustment in comparison to males. This may be due to the female's social learning of flexibility in behavior. Johnson et al, (2010) found in their study that the relationship between family expressiveness and social adjustment to college varies depending on emerging adults' emotional coping style. Participants from less expressive families who tend to avoid their emotions reported significantly more difficulty adjusting to college than their peers from more expressive family environments. The fourth dimension was Personality Disintegration. It refers to the condition where person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality. The impact of gender was not found significant in this dimension, which shows that it is a result of many interacting forces other than gender. The fifth dimension was Lack of Independence. It shows persons parasitic dependence on others, lack of objective interests in people and think of him as an unreliable person. In this area gender has played a significant role, as the female have shown much lack of independence than males.

The overall emotional maturity scores of male and females have also been compared to assess the overall impact of gender upon emotional maturity. In the study it was found that males have shown the higher level of maturity than females. However this difference was not enough to consider gender as a determinant of emotional maturity. Our results are in compliance with Kaur (2006), who revealed insignificant difference on emotional maturity between boys and girls. The study showed that the male adolescents are not much different on emotional maturity as compared to female. The present study may help the parents, teachers and administrators to have knowledge of the emotional development of their children and students and to help them in building a well balanced personality. So that the young generation may be emotionally mature and self-confident enough to excel in their overall performance and enhance life skills to face the problems in future.

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