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A COMPARATIVE STUDY OF EMOTIONAL MATURITY AMONG THE MEDICAL AND ENGINEERING STUDENTS

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Abstract:

An attempt was made to examine the emotional maturity among Medical and Engineering Students. The data was collected from 60 students of Medical and Engineering college students. Random sampling technique was used. Emotional maturity scale developed by Yashvir Singh and Mahesh Bharagava (1994) was used to measure the emotional maturity respectively. The result indicates that there was no significant difference found in relation of Emotional Maturity between Medical and Engineering students. There was no significant difference between Medical and Engineering student in Accordance to Emotional Unstability and Emotional Regression. There was no significant difference were found in factors of emotional maturity, it shows the null hypothesis mentioned above was accepted.

KEY WORDS:

Emotional maturity, Medical students, engineering students.

INTRODUCTION

Emotional maturity is defined as a process in which the personality is continually striving for greater sense of emotional health, both intra – psychically and intra – personal. In the present circumstance, no matter youth or children all are facing difficulties in their life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tension, frustration and emotional upset in day to day life. Emotional maturity is not only effective deterrent of person pattern but it also helps to control the growth of adolescence development. Emotional maturity means, in essence controlling the emotions rather than allowing the emotions to control. Emotionally mature person accept responsibility for their action. According to Chamberlain, an emotionally matured person is one whose emotional life is well under control. A research conducted on medical professional students on emotional maturity by Lipton et al. (1975) revealed that; emotional maturity was a major factor, especially as a predictor of success among medical professional students. Cole (1954) says, 'The chief index of emotional maturity is the ability to bear tension'. Dosanjh (1956) says, 'Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies'. In the view of Murray (2003), there is no correlation between chronological age, intellectual age, social age or emotional age. Just because someone is grown-up by age does not mean they are grown-up emotionally. Chronological maturity and intellectual maturity combined with emotional immaturity is not common and is potentially dangerous. A person whose body and mind is adult, but whose emotional development is that of a child can wreck havoc in his own life and of others. In the opinion of Murray (2004), an emotional mature person has the following characteristics:

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A COMPARATIVE STUDY OF EMOTIONAL MATURITY AMONG THE MEDICAL AND ENGINEERING STUDENTS

- 1. The ability to give and receive alone.
- 2. The ability to face reality and deal with it.
- 3. Just as interested in giving as receiving.
- 4. The capacity to relate positively to life experiences.
- 5. The ability to learn more experience.
- 6. The ability to accept frustration.
- 7. The ability to handle hostility constructively.
- 8. Relative freedom from tension symptoms.

As per Alexander (1948) we call a person psychologically mature after he has reached a certain level of intelligence and emotional outlook. In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time.

AIM OF THE STUDY:

To examine and compare the emotional maturity among the engineering and medical college students.

HYPOTHESIS:

- 1. There will be no significant difference between Medical and Engineering student in relation to Emotional Maturity.
- 2. There will be no significant difference between Medical and Engineering student in Accordance to Emotional Unstability and Emotional Regression.
- 3. There will be no significant difference between Medical and Engineering student in relation to Social Maladjustment, Personality Disintegration and independence.

METHOD:

1)Sample: For the proposed of the present investigation, a sample consisting 60 individual subjects were selected from Medical and engineering college going students from Aurangabad, Maharashtra. Age range of the sample between 18 to 27.

Variables:

a)Independent Variable:

Type of students 1) Engineering 2) Medical

b)Dependent Variable:

Emotional Maturity:

- 1) Emotional unstability
- 2) Emotional regression
- 3) Social Maladjustment
- 4) Personality Disintegration
- 5) Lack of independence.

Tool:

Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr.Mahesh Bharagava. The scale consist 48 items under the five categories: Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of independence. The reliability of the test by test retest method found 0.75 and the validity found 0.64 respectively.

Statistical Methods:

Descriptive Statistical used for (Mean, S.D. and t test.) out for analysis of the data.

RESULTS AND DISCUSSION:

Factors	Medical students			Engineering students			t Value
	Mean	SD	N	Mean	SD	N	
A	28.70	5.24	30	28.16	5.16	30	0.456
B	29.20	6.34	30	28.80	4.42	30	0.277
C	25.76	5.25	30	27.86	5.23	30	1.324
D	24.76	6.51	30	26.53	4.92	30	1.142
E	21.93	4.15	30	22.46	3.72	30	0.467
TOTAL	130.36	21.83	30	133.83	10.79	30	0.721

The mean of medical students was 28.70 and SD 5.24 and mean of engineering students was 28.16 and SD 5.16 and t value was 0.456 factor on emotional unstability. Both level (0.05 & 0.01) are not significant.

The mean of medical students was 29.20 and SD 6.34 and mean of engineering students was 28.80 and SD 4.42 and t value was 0.277 factor on Emotional regression. Both level (0.05 & 0.01) are not significant.

The mean of medical students was 25.76 and SD 5.25 and mean of engineering students was 27.86 and SD 5.23 and t value was 1.324 factor on Social Maladjustment. Both level (0.05 & 0.01) are not significant.

The mean of medical students was 24.76 and SD 6.51 and mean of engineering students was 26.53 and SD 4.92 and t value was 1.142 factor on Personality Disintegration. Both level (0.05 & 0.01) are not significant.

The mean of medical students was 21.93 and SD 4.15 and mean of engineering students was 22.46 and SD 3.72 and t value was 0.467 factor on Lack of independence. Both level (0.05 & 0.01) are not significant.

CONCLUSIONS:

According to result of the study:

There was no significant difference found in relation of Emotional Maturity between Medical and Engineering students.

There was no significant difference between Medical and Engineering student in Accordance to Emotional Unstability and Emotional Regression.

There was no significant difference were found in factors of emotional maturity, it shows the null hypothesis mentioned above was accepted.

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