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EMOTIONAL MATURITY AMONG COLLEGE STUDENTS IN RELATION TO GENDER

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ABSTRACT: The purpose of the present study is to find out the difference in the Emotional Maturity among College students in relation to Gender in Ahmedabad District. The sample consisted of 120 college students. Out of which 60 were Boys students and 60 were Girls students. For this purpose of study "Emotional Maturity Scale" (2012) by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used. The obtained data was analyzed through 't' test to know the mean difference between Boys students and Girls students. The results show that there is a significant difference between the mean score of Boys students and Girls students in relation to the Emotional Stability, Emotional Progression and Personality Integration and there is no significant difference between the mean score of Boys students and Girls students in relation to the Social adjustment and Independence.

Key words: Emotional Maturity, Boys, Girls, College, students

INTRODUCTION:

Maturity is the stage attained by the process of growth and development and body change resulting from heredity rather than learning. The term maturity is used to describe behavioral or physical changes which occur as a direct result of genetic action and which emerges as the human grows older. Gesell (1961) proposed a theory that nearly all development is controlled by motivation and so is independent of practice or experience. It is still thought by some psychologists that the development of much behaviour may be maturational (Hurlock 1968).

The terms growth, development, maturation and learning all refer to the physical, mental, social, intellectual, emotional and moral changes which a person experiences as he advances through life. Maturation refers to the changes-quantitative or qualitative - which result from the natural unfolding of inherited tendencies or the actualization of innate potentialities.

The concept of emotional maturity has not received a great deal of explicit attention in the psychological literature. The major characteristics of emotional maturity are relative freedom from the well-known constellation of inferiority, egotism and competitiveness another aspects of emotional maturity consists in the processes of socialization and collateralization, hostile attitudes and aggressiveness are related to emotional maturity and emotional development, another important attributes of emotional maturity are firm sense of reality, flexibility and adaptability.

In the present circumstances, children, youth, and adults all are facing problems and difficulties in life and work. These conditions are giving rise to several psychosomatic problems such as anxiety, tension, conflicts, pressures, frustrations, strains and stresses and emotional upsets and disturbances. So the study of emotional development deals with interplay of biological, psychosocial and socio-cultural forces. Actually, emotional maturity is not only the effective determinant of personality but it also helps to control the growth and development of the person. The concept 'mature emotional behaviour' at any stage of development reflects the fruits of normal emotional development.

According to Smithson (1974) emotional maturity is a process in which the personality is continuously

striving for greater sense of emotional health, both intrapsychically and intra-personally. Kaplan and Baran (1976) elaborated the characteristics of an emotionally mature person: he has the capacity to withstand delay in Emotional Stability of needs, he has the ability to tolerate a reasonable amount of frustration, and he has belief in long term slugging 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 him, with family members, with peers in school or college, with fellows at work, in life and society. The purpose of this study was to measure the Emotional Maturity among College students in relation to Gender.

OBJECTIVES:

- (1) The purpose of the present study is to find out the difference related to the Emotional Stability among College students in relation to their Gender.
- (2) The purpose of the present study is to find out the difference related to the Emotional Progression among College students in relation to their Gender.
- (3) The purpose of the present study is to find out the difference related to the Social Adjustment among College students in relation to their Gender.
- (4) The purpose of the present study is to find out the difference related to the Personality Integration among College students in relation to their Gender.
- (5) The purpose of the present study is to find out the difference related to the Independence among College students in relation to their Gender.

HYPOTHESIS:

- (1) There is no significant difference between the mean score of the Emotional Stability among College students in relation to their Gender.

- (2) There is no significant difference between the mean score of the Emotional Progression among College students in relation to their Gender.
- (3) There is no significant difference between the mean score of the Social Adjustment among College students in relation to their Gender.
- (4) There is no significant difference between the mean score of the Mental Personality Integration College students in relation to their Gender.
- (5) There is no significant difference between the mean score of the Independence among College students in relation to their Gender.

METHOD:

(A) **SAMPLE:** In present study sample will be selected randomly. Research will take 60 Boys students and 60 Girls students in Ahmedabad District. So total

RESULT AND DISCUSSION:

Table : 1: Mean, S.D. and ‘t’ value of the Emotional Stability of Boys students and Girls students

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	24.59	13.89	3.19	0.01
Girls	60	20.73	8.37		

The above table shows the Emotional Stability level of Boys students and Girls students for Boys students mean is 24.59 for Girls students mean is 20.73 and S.D. is 13.89 and 8.37 for both group ‘t’ level value is 3.19 which is significant at 0.01 level of significant. It

120 samples were selected for this study. Approximately 160 samples were selected in each category for the research study. After disposing off incomplete and unclear details total of 120 samples were selected for this study.

(B) **TOOL:** In the present study to measure the Emotional Maturity among college students, researcher was used “Emotional Maturity Scale” (2012) by Yashvir Sing and Mahesh Bhargava. Test re-test reliability is 0.94 and Validity is 0.65.

STATISTICAL STRATEGY:

‘t’ test was applied to know the significant differences between Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence levels of Boys students and Girls students.

means Boys students have more Emotional Stability in comparison of Girls students and the hypothesis, “There is no significant difference between the mean score of the Emotional Stability among College students in relation to their Gender” is Rejected.

Table : 2: Mean, S.D. and ‘t’ value of the Emotional Progression of Boys students and Girls students

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	61.21	13.91	2.33	0.05
Girls	60	57.96	12.57		

The above table shows the Emotional Progression level of Boys students and Girls students for Boys students mean is 61.21 for Girls students mean is 57.96 and S.D. is 13.91 and 12.57 for both group ‘t’ level value is 2.33 which is significant at 0.05 level of

significant. It means Boys students have more Emotional Progression in comparison of Girls students and the hypothesis, “There is no significant difference between the mean score of the Emotional Progression among College students in relation to their Gender” is Rejected.

Table : 3: Mean, S.D. and ‘t’ value of the Social Adjustment of Boys students and Girls students

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	57.71	6.48	1.23	NS
Girls	60	58.53	6.08		

The above table shows the Social Adjustment level of Boys students and Girls students for Boys students mean is 57.71 for Girls students mean is 58.53 and S.D. is 6.48 and 6.08 for both group ‘t’ level value is 1.23 which is not significant. It means Boys students

and Girls students are not significantly different with each other in relation to the Social Adjustment and the hypothesis, “There is no significant difference between the mean score of the Social Adjustment among College students in relation to their Gender” is accepted.

Table : 4: Mean, S.D. and ‘t’ value of the Personality Integration of Boys students and Girls students

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	58.37	7.25	5.86	0.01
Girls	60	63.03	7.84		

The above table shows the Personality Integration level of Boys students and Girls students for Boys students mean is 58.37 for Girls students mean is 63.03 and S.D. is 7.25 and 7.84 for both group ‘t’ level value is 5.86 which is significant at 0.01 level of significant. It means Girls students have good Personality Integration in comparison of Boys students and the hypothesis, “There is no significant difference between the mean score of the Personality Integration

among College students in relation to their Gender” is Rejected.

Table : 5: Mean, S.D. and ‘t’ value of the Independence of Boys students and Girls students

Group	N	Mean	S.D.	‘t’ Value	Level of sig.
Boys	60	25.26	13.85	0.97	NS
Girls	60	22.07	8.82		

The above table shows the Independence level of Boys students and Girls students for Boys students mean is 25.26 for Girls students mean is 22.07 and S.D. is 13.85 and 8.82 for both group ‘t’ level value is 0.97 which is not significant. It means Boys students and Girls students are not significantly different with each other in relation to the Independence and the hypothesis, “There is no significant difference between the mean score of the Independence among College students in relation to their Gender” is accepted

CONCLUSION:

- (1) There was a significant difference between the mean score of the Emotional Stability among College students in relation to their Gender.
- (2) There was a significant difference between the mean score of the Emotional Progression among College students in relation to their Gender.
- (3) There was no significant difference between the mean score of the Social Adjustment among College students in relation to their Gender.
- (4) There was a significant difference between the mean score of the Personality Integration among College students in relation to their Gender.
- (5) There was no significant difference between the mean score of the Independence among College students in relation to their Gender.

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