

EMOTIONAL MATURITY AMONG COLLEGE STUDENTS WITH REGARDS TO REGIONS AND GENDER

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INTRODUCTION

The brightest student in a class did not succeed later in their life, but a mediocre with healthy personality is doing extremely well. These examples are particularly evident in various fields like politics, business and administration (Singh, 2003). But then a question arises what is it that helps a person to succeed in life other than intelligence? Which human quality is it that helps people to function well in all spheres from professional to personal life?

With the dawn of 21st century, the human mind added a new dimension, which is now being held responsible more for success than intelligence. This is termed as Emotional Intelligence and is measured as EQ (Emotional Quotient). Over the past several years the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance at work, at home, at school etc. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: "Why it can matter more than IQ" in 1995. Emotional intelligence is the capacity to create positive outcomes in relationships with others and with oneself.

According to Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personality. Hence at any given time the level of a person's emotional maturity is indicated by the extent to which one expresses one's own feelings and convictions, balanced without being threatened by expression of feelings (either one's own or others).

According to Goleman (1998) Emotional Intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'. He said that the self awareness, self management, social awareness and social skills are the emotional competencies that differentiate individual from one another.

Studies on Gender differences in emotional development by Leslie R Brody (1985), indicate gender differences in several areas of emotional functioning, including nonverbal sensitivity, expressiveness, self-reports of anger, fear, and sadness, the quality of defenses, and cognitive correlates of recognition abilities. Studies suggest that with development, boys increasingly inhibit the expression and attribution of most emotions, whereas girls increasingly inhibit the expression and recognition of socially unacceptable emotions. e.g., anger. These differences may be a function of different socialization processes for males and females, which may be adaptations to innate gender differences in temperament, or adaptations to existing socio-cultural pressures.

Singh (1977) reports that only with suitable atmosphere in home and in school can an adolescent arrive at emotionally mature adult status or prove himself useful for society at large.

Kalter and Plunkett (1984). Observed that emotional adjustment is adversely affected to the maximum when compared to other areas of adjustment. These authors give emphasis on children's feelings of guilt and responsibility for the divorce and loyalty conflicts. On interviewing some of the subjects from broken homes, the investigator in the present study found that they were apprehensive about their own marriage and had hostile feelings toward their father as he was perceived to be mainly responsible for breaking up the family. The informants were all worried about the parent there were living with, though none of them wanted their mothers to remarry.

OBJECTIVES

- (1) To study and compare emotional maturity between Hindu and Muslim college students adolescent.
- (2) To study and compare emotional maturity between Hindu male and female college students adolescent.
- (3) To study and compare emotional maturity between Muslim male and female college students adolescent.
- (4) To study and compare emotional maturity between Hindu and Muslim male college students adolescent.
- (5) To study and compare emotional maturity between Hindu and Muslim female college students adolescent.

HYPOTHESIS

Ho₁ There will be no significant difference between Hindu and Muslim college students adolescent with regards to emotional maturity.

Ho₂ There will be no significant difference between Hindu male and female college students adolescent with regards to emotional maturity.

Ho₃ There will be no significant difference between Muslim male and female college students adolescent with regards to emotional maturity.

Ho₄ There will be no significant difference between Hindu and Muslim male college students adolescent with regards to emotional maturity.

Ho₅ There will be no significant difference between Hindu and Muslim female college students adolescent with regards to emotional maturity.

SAMPLE

In present research total 120 college students randomly selected from the Kanoriya Centre for Medical Education Ahmedabad. Total sample was categorized such as 30 Hindu male, 30 Hindu female, 30 Muslim male and 30 Muslim female.

VARIABLES

In present research religion and gender of participants were considered as independent variables and scores of emotional maturity was considered as dependent variables.

TOOL

In present research Emotional maturity scale by Dr. Yasvir Singh and Dr. Mahesh Bhargava was used. Emotional Maturity Scale has a total of 48 items under the five categories given below :

Sr. No.	Areas	Total No. of Items
a	Emotional Stability	10
b	Emotional Progression	10
c	Social Adjustment	10
d	Personality Integration	10
e	Independence (State of being competent)	8
	Total	48

RELIABILITY

The reliability of the scale was determined by : (i) Test-retest Method, and (ii) Internal Consistency. Test-retest Reliability- The scale was measures for its test-retest reliability by administering upon a group of collegiate students (N = 150) including male and female students aged 20-24 years. The time interval between the two testing's was that of six months. The product moment r between the two testing was 75.

VALIDITY

The Scale was validated against external criteria, i.e., the Gha area of the adjustment inventory for college students by Sinha and Singh. The inventory has 'Gha' 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 'Gha' items and total scores on EMS was 64 (N=46).

PROCEDURE

The data for the research was collected by the students enrolled in the UG course in the Kanoriya Centre for Medical Education Ahmedabad. The students were instructed properly about the work they had to do. All the efforts were made to make the testing situation as objective as possible. They were further told that responses they have given on emotional maturity scale were exclusively for research purpose only and would be kept confidential. After completion the data collection scoring was done by the scoring key of the scale.

STATISTICAL ANALYSIS

To analyze the data t-test was used.

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RESULTS AND DISCUSSION

Table No. 1

Showing mean, SD and t value of emotional maturity of Hindu and Muslim college students

Group	N	Mean	SD	t value	Level of significance
Hindu College students	60	92.22	23.71	0.24	NS
Muslim College students	60	91.03	24.58		

Tabulated value of 't'

at 0.01 level of significant = 2.62

at 0.05 level of significant = 1.98

Table No. 1 shows the t value of emotional maturity of Hindu and Muslim college students was 0.24 which is not significant. It means Hindu college students were not significantly differed as compare to Muslim college students with regards to emotional maturity. The mean scores of Hindu college students on emotional maturity was 92.22 with 23.71 SD and mean scores of Muslim college students on emotional maturity was 91.03 with 24.58 SD.

Table No. 2

Showing mean, SD and t value of emotional maturity of Hindu male and female college students

Group	N	Mean	SD	t value	Level of significance
Hindu male college students	30	84.30	16.4	2.22	0.05
Hindu female college students	30	100.13	27.2		

Tabulated value of 't'

at 0.01 level of significant = 2.66

at 0.05 level of significant = 2.00

Table No. 2 shows the t value of emotional maturity of Hindu male and female college students was 2.22 which is significant at 0.05 level. It means Hindu male college students were significantly differed as compare to Hindu female college students with regards to emotional maturity. The mean scores of Hindu male college students on emotional maturity was 84.30 with 16.4 SD and mean scores of Hindu female college students on emotional maturity was 100.13 with 27.2 SD. Here Hindu female college students have more emotional maturity than Hindu male college students.

Table No. 3

Showing mean, SD and t value of emotional maturity of Muslim male and female college students

Group	N	Mean	SD	t value	Level of significance
Muslim male college students	30	87.13	26.08	1.17	NS
Muslim female college students	30	94.93	22.75		

Table No. 3 shows the t value of emotional maturity of Muslim male and female college students was 1.17 which is not significant. It means Muslim male college students were not significantly differed as compare to Muslim female college students with regards to emotional maturity. The mean scores of Muslim male college students on emotional maturity was 87.13 with 26.08 SD and mean scores of Muslim female college students on emotional maturity was 94.93 with 22.75 SD.

Table No. 4

Showing mean, SD and t value of emotional maturity of Hindu and Muslim male college students

Group	N	Mean	SD	t value	Level of significance
Hindu male college students	30	100.1	27.23	1.71	NS
Muslim male college students	30	87.13	26.08		

Table No. 4 shows the t value of emotional maturity of Hindu male and Muslim male college students was 1.71 which is not significant. It means Hindu male college students were not significantly differed as compare to

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Muslim male college students with regards to emotional maturity. The mean scores of Hindu male college students on emotional maturity was 100.1 with 27.23 SD and mean scores of Muslim male college students on emotional maturity was 87.13 with 26.08 SD.

Table No. 5
Showing mean, SD and t value of emotional maturity of Hindu and Muslim female college students

Group	N	Mean	SD	t value	Level of significance
Hindu female college students	30	84.30	16.49	2.12	0.05
Muslim female college students	30	94.93	22.75		

Table No. 5 shows the t value of emotional maturity of Hindu and Muslim female college students was 2.12 which is significant at 0.05 level. It means Hindu female college students were significantly differed as compare to Muslim female college students with regards to emotional maturity. The mean scores of Hindu female college students on emotional maturity was 84.30 with 16.49 SD and mean scores of Muslim female college students on emotional maturity was 94.93 with 22.75 SD. Here Muslim female college students have more emotional maturity than Hindu female college students.

CONCLUSIONS

- (1) Hindu college students were not significantly differed as compare to Muslim college students with regards to emotional maturity.
- (2) Hindu female college students have more emotional maturity than Hindu male college students.
- (3) Muslim male college students were not significantly differed as compare to Muslim female college students with regards to emotional maturity.
- (4) Hindu male college students were not significantly differed as compare to Muslim male college students with regards to emotional maturity.
- (5) Muslim female college students have more emotional maturity than Hindu female college students.

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