

A Study on Emotional Maturity among the Post Graduate Students

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Abstract: *Maturity is the ability to respond to the environment in an appropriate manner. This response is generally learned rather than instinctive, and is not determined by one's age. Emotional maturity is characterized by ability to become interested in things and persons; to do things for their own sake, to give love to other persons. By keeping these things in mind the researcher has planned to study the emotional maturity of the postgraduate students studying at Bharathidasan University College, Perambalur. The aim and objective of the study is to analyze the socio economic condition and emotional maturity of the postgraduate students. The researcher has adopted descriptive research design for this study. The universe of the present study comprised of 160 postgraduate students, studying at Bharathidasan University College Perambalur. The researcher has used purposive sampling method to collect the data from 50 respondents. Questionnaire method was adopted to collect the data regarding emotional maturity of the respondents. The major findings of the study revealed that 45.5 per cent of the respondents have moderate level of emotional maturity.*

Key Words: *Emotional Maturity, student*

I. Introduction

Life is becoming fast with the advancement of science and technology. Though man has conquered time and space to a great extent by the present level of scientific advancement, yet there is a great threat to his/her existence. The Indian society is becoming increasingly materialistic. Emotional and social pressure is increasing day by day, especially at college students. Emotional Maturity is not only the effective determinant of personality pattern, but also helps to control the growth of individual development. The concept emotional behaviour matures at any level which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. An emotionally mature person has full control over the expression of his feelings. However, he/she behaves according to the accepted social values and ideals. He/She remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence, one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon. But an emotionally mature person is free from this defect.

As one grows mature his emotional stability and depth of social adjustment, vocational and professional attitude, life's ambitions etc. Go on developing. A mature person is expected to understand a situation without any one's help and realize his duties and responsibilities himself. He/She will not act in an irresponsible manner under the emotional strain and waste her time and energy over imaginary problems. But it is undoubtedly related with her success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability. A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature persons have more satisfaction in life, he/she will be satisfied with what he/she is having, of course, trying to achieve more. He/She will have balanced attitude and have more positive than negative attitude towards life. According to Good (1981), emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and do not fit to deal successfully with reality and to adult love relationship without under emotional strain.

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".

II. Review Of Related Literature

Jha (2002) found that emotional maturity were positively associated with the vigilant style of decision making in the case of college students. Gakhar (2003) "analyzed the relationship between emotional maturity

and self concept of academic achievement of college students at the secondary stage and the sample size is 200 students. It is found that there is a significant difference in the emotional maturity of students of government and private schools. There is a significant difference in the emotional maturity of students who are in hostels and day scholars. It was also found that there is a significant negative correlation between self-concept and emotional maturity among the college students. Jadhav (2010) examined the relationship between home environment and emotional maturity among college going students of Belgaum District in Karnataka. The sample included 200 students selected by the random sampling technique, out of which 120 were boys and 80 were girls students The Pearson's correlation coefficient technique was adopted for data analysis. There is a positive and significant relationship between home environment and emotional maturity among the boys and girl students, including those of rural background, including private college students with low socioeconomic status and students above 20 years of age. It is found that, there is no positive and significant relationship between home environment and emotional maturity among the urban students studying in government colleges with high socioeconomic status and students below 20 years of age.

III. Materials And Methods

The aim of the study is to analyse the level of emotional maturity and to identify the major determinants of emotional maturity among the postgraduate students studying at Bharathidasan University College, Perambalur. From the above objective the following hypothesis has been formulated and tested with the help of multiple linear regression model. The hypothesis stated that the emotional maturity among the postgraduate students is highly influenced by the department of the students and the mother education than the economic and geographical factors. In this study, the researcher has planned to adopt descriptive research design, as it is portraying accurate characteristics of a particular group. The universe of the present study comprises of all the postgraduate students studying at Bharathidasan University College, Perambalur. The researcher has collected the personal data using a self – prepared questionnaire which elicits the informations about the respondent age, sex, marital status, educational qualification, domicile, religion, income and occupation. The Emotional maturity questionnaire constructed by Dr. Yashvir Singh and Dr. Mahesh Bhargava was used for this study. The tool has 48 items with 5 domains such as. 1) Emotional Stability, 2) Emotional Progression, 3) Social Adjustment, 4) Personality Integration and 5) Independence.

IV. Findings And Discussion

It is evident from table 1 that, little less than half of the respondents (45.5 %) have moderate level of emotional maturity, 30.0 per cent of the respondents have high level of emotional maturity and 24.2 per cent of the respondent have low level of emotional maturity.

Table: 1 Distribution of the Respondents by their Level of Emotional Maturity

| S.No. | Emotional Maturity | No of Respondents (n = 50) | Percentage % |
|-------|--------------------|----------------------------|--------------|
| 1 | Low < 140 | 14 | 24.2 |
| 2 | Moderate 140 – 175 | 20 | 45.5 |
| 3 | High > 175 | 16 | 30.3 |

Table: 2 Regression Model to analyze the Major Determinants of Emotional Maturity

| S.no | Variable | B | Std. Error | T | Sig |
|-------------------------|-----------------------------------|---------|-------------------------------------|--------|------|
| 1 | Constant | 66.504 | 44.508 | 1.494 | .144 |
| 2 | Sex | 8.453 | 7.781 | 1.086 | .284 |
| 3 | Department | -9.313 | 5.130 | -1.816 | .078 |
| 4 | Fathers Educational qualification | 6.823 | 5.052 | 1.351 | .185 |
| 5 | Mothers Educational qualification | -11.377 | 5.016 | -2.268 | .029 |
| 6 | Income | .000 | .001 | .208 | .836 |
| 7 | Family size | 2.661 | 4.074 | .653 | .518 |
| 8 | Locality | 19.257 | 26.204 | .735 | .467 |
| 9 | Marital status | 16.836 | 11.231 | 1.499 | .142 |
| 10 | Type of the Family | 12.422 | 9.686 | 1.282 | .208 |
| 11 | Community | 5.724 | 7.786 | .735 | .467 |
| 12 | Leisure time activity | -1.388 | 3.744 | -.371 | .713 |
| 13 | Mode of travel | 5.331 | 7.347 | .726 | .473 |
| F value is 1.160 | | | Sig :0.05 level | | |
| | | | R² value is 0.273 | | |

The determinants of emotional maturity were identified through multiple linear regression model (MLR). The emotional maturity of various kinds was grouped and it was taken as the dependent variable. The independent variables taken into considerate are sex, department, father's educational qualification, mother's educational qualification, income, family size, locality marital status, type of the family, community and mode of travel. The 'F' ratio 1.160 was significant at 5 per cent level, stated that the fitness of the model was good.

The R^2 value, 0.273 stated that the explanatory variables influence the dependent variable by 27 per cent. Among the independent variable taken, the department (-1.816) to which the student belongs was significant at the 10 per cent level and the educational level of mother (-2.268) was significant at 5 per cent level. But both these variables were negative stating that they have a negative influence on the emotional maturity of the students. Further, none of the variable other than these two were not significant even at 10 per cent level. The emotional maturity of the students was much influenced by the department they belong to and educational level of their mothers and hence the hypothesis formulated was accepted as these variables were significant.

V. Suggestions

- The marital status of the students may affect the emotional maturity and hence early marriage may be extracted.
- Postgraduate students must be involved in taking active part in initiating, planning and implementing different roles and activities.
- Life skill education must be initiated in college itself for their self development.
- Skill development programmes and Vocational training programmes can be given to the students for their earned living.
- Development programmes aiming to bring changes in the students' behaviour, social and attitudinal outcomes may be frequently established.

VI. Conclusion

The postgraduate students must be given awareness on the need and importance of education and moral behaviour. Emotional Maturity is not only the effective determinant of personality pattern, but also helps to control the growth of individual development. All emotionally matured people will be in a position to face the challenges of life which will reflect the fruits of normal emotional development. It is a stage of vital importance in human life and hence major aim of any good educational programme will help the learner to gain emotional maturity. Emotional maturity at all levels will help a person to lead a healthy life.

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