

## Emotional Maturity among Engineering and Medical College Students in Relation to their Gender

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### Abstract

The purpose of the current study is to investigate Emotional Maturity among Engineering and Medical College Students in Relation to their Gender. The sample consisted of 120 Engineering and Medical College students out of which 60 were boys and 60 were girls. For this purpose of investigation "Emotional Maturity Scale" by Dr.Yashvir Singh and Dr.Mahesh Bhargava was used. The obtained data were analyzed through 't' test to know the mean difference between College students in relation to their gender. The result shows that there is no significant difference in Engineering and Medical College Students. But there is a significant difference in Emotional Maturity of Gender boys and girls at 0.05 level. It means Emotional Maturity is higher in boys compare to girls.

**Key word:** Emotional Maturity, Students, boys, girls.

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behavior at any level is that 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 program is to help the learner to gain emotional maturity. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, 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 will not act in an irresponsible manner under emotional stream and waste his time and energy over imaginary problems. But it is undoubtedly related with his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability. The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. 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, 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.

According to Goleman (1995), we have two minds, one that thinks and one that feels, these two fundamentally different ways of knowing, interact to construct our mental life. The rational mind is the mode of comprehension we are typically conscious of more prominent in awareness, thoughtful, able to ponder and reflect. The emotional mind is impulsive and powerful and sometimes illogical. These two minds operate in harmony with each other, most of times feelings are essential to thought, and most of the times thoughts to feeling. But when passions surge the balance tips: it is not just I.Q., but emotional intelligence that matters. Goleman rightly points out that, "It is not that we want to do away with emotions and put reason in its place, but instead find an intelligent balance of two". Erik Erikson (1993), the renowned psychoanalyst, began his book 'On Identity (1971)' with a short anecdote about his teacher, Paul Federn, who once concluded his lecture with the question: "Well, did I understand myself?". Erikson sees the road to self maturity in this question. It is this emotional maturity which contributes to the integration of all the aspects of man's personality and the fulfillment of his intellectual, emotional and social needs. Crow and Crow (1965). convey that an emotion "is an effective experience that accompanies generalized inner adjustment and mental and physiological stirred up states in the individual and that shows that in his overt behavior. According to Singh and Bhargava, (1990) Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's 12 development. A person who is able to keep his emotions under control who is able to brook delay and to suffer without self-pity might still be emotionally stunned.

Mostly, emotional balance' and 'emotional maturity' is taken as synonymous terms. But actually, they are not. Emotional balance emphasizes the value of learning to cope with both pleasant and unpleasant emotions. One can attain emotional maturity without having attained emotional balance although the vice versa is not true. An emotionally balanced person will necessarily be emotionally mature person. Emotional balance is quality of an adult and not a child. Thus, emotional maturity is a relative term. It is directly related to age and stage of development of the individual. Emotional maturity and emotional control are also different. The former is positive, whereas latter is negative. Most of us control our emotions in many situations but it does not mean

that all of us are emotionally mature. In fact, some of us may not express our emotions for fear of consequences. Emotional control means checking of emotions or inhibiting them from expressions whereas emotional maturity means behaving in most socially accepted manner without inhibiting the emotions. It involves internal control of emotions rather than external control. Dhama (1974) investigated the intelligence, emotional maturity and socioeconomic status as factors indicative of success in scholastic achievement of IX and X class students of age group 14+ and 15+ of different categories of students of Punjab and reported a high significant relationship between emotional maturity, intelligence and scholastic achievement of high schools students. The study also reported parent's education, type of house in which family lives, family income and type of reading material has a positive effect on the emotional maturity of the children. Sabapathy (1986) examined the relationship between the variables anxiety, emotional-social maturity, socio-economic status and academic achievement of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and total academic achievement. Vikrant Upadhyay & S.K. Upadhyay (2004) studied "A study of emotional stability and academic achievement of boys and girls at secondary level" at Ph.D. level and concluded their main findings: (i) Boys are significantly emotionally stable than girls, (ii) There is no significant difference between boys and girls in academic achievement. (iii) There is no significant relationship between emotional stability and academic achievement of the students. Arya A (1984) conducted a study on emotional maturity and value of superior children in family. The objectives of the study were to find relationship between intelligence and emotional maturity of boys and girls separately. Second objective was to find out relationship between intelligence and values of boys and girls. The study found that superior boys and girls did well on the emotional maturity tests, superior intelligence showed high relationship with emotional maturity. Kaur, D (2001) conducted "A study of emotional maturity of youngsters in relation to parental reinforcement" and found that there is negative significant relationship between various factors of emotional maturity i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and parental reinforcement found to be significant and negative in youngsters. Lekhi (2005) in her study on a sample of 939 (male and female) from govt. and private schools of Punjab, found that there is no significant difference in the emotional maturity and emotional intelligence of boys and girls as t-ratio is found to be non-significant. However, on comparing their mean scores, it is observed that boys scored little low (hence more emotionally mature) as compared to girls. But significant differences were found between rural and 58 urban adolescents in their emotional maturity. She also concluded that emotional maturity correlated negative and significantly with intelligence and academic achievement. Patnam & Vasekar (2003) studied the emotional maturity of school going children of slum and urban areas and the influencing factors. The slum children differ in their emotional maturity from the urban children, which was tested in this study. The sample consists of 120 children, of which 60 were from slum and 60 from urban areas. Significant positive relationship was found between urban children's emotional maturity and their academic performance, chronological age, ordinal position abilities, size and type of family, parenting, general mental ability number of friends as well as their parental age, education and employment while no significant correlation was found between slum children's emotional maturity and their background variables.

***Objective of the study:***

- To study difference between Emotional Maturity among Engineering and Medical College Students.

- To study difference between Emotional Maturity of boys and girls from both the Colleges.

**Hypothesis:**

**Ho<sub>1</sub>** : There is no significant difference between Emotional Maturity among Engineering and Medical College Students

**Ho<sub>2</sub>** : There is no significant difference between Emotional Maturity in Relation to their Gender of boys and girls.

**Method:**

**Participants:**

The present study was carried out on The initial sample for the present study consisted of 120 students studying in different Colleges of Engineering and Medical College of Ahmedabad city. Elements of the study are out of which 60 were boys and 60 were girls College students.

**Materials:**

In the present investigation measure the Emotional Maturity “Emotional Maturity Scale ” by Dr.Yashvir Singh and Dr.Mahesh Bhargava was used. The Emotional Maturity consists 48 items with Very Much, Much, Un Decided, Probably and Never response pattern. The reliability factor is test-retest was found 0.75 and Validity is 0.64

**Procedure:**

The boys and Girls who were studying in College of different Engineering and Medical Colleges in Ahmedabad city , were randomly selected & Emotional Maturity Scale (EMS) is constructed and Standardized by investigator and supervisor (Dr.Yashvir Singh and Dr.Mahesh Bhargava). was give & data was collected. The obtain data form 120 boys and girls were analyzed with the help of mean, SD and ‘t’ test.

**Results & Discussion:**

The main objective of present study was to do study of Emotional Maturity of The Engineering and Medical College students among boys and girls. In it statistical’ method was used and their correlation was measured. Results discussions of present study are as under:

**Table:1 Mean, SD and ‘t’ value of Emotional Maturity in Engineering and Medical college students.**

Variable	No.	Mean	SD	Mean diff	SED	t	Sig
Engineering	60	121.52	38.31	0.2	6.59	0.30	NS
Medical	60	121.32	33.76				

No Significant at 0.05 level.

The above result table 1 we can see that ‘t’ test was used to know the representing type of College students (30 boys \ 30 Girls) from Both the Colleges. In Engineering we had taken 60 students as samples and mean of this Samples Engineering mean was 121.52 and SD was 38.31 & SED was 6.59 In Medical college same ratio of sample was taken mean was 121.32, SD was 33.76, and ‘t’ value Was 0.30, it was no significance at 0.05 level. Thus the null hypothesis, I which states “there is no significant difference in the Emotional Maturity level of Engineering and Medical college student with respects to their Emotional Maturity. Thus it is concluded no significant difference in Engineering and medical college Students.

**Table 2 The Mean, SD and 't' value of Emotional Maturity among boys & girls from both the college**

Variable	No.	Mean	SD	Mean diff	SED	t	Sig
Boys	60	129.58	37.35	16.33	6.41	2.54	0.05
Girls	60	113.25	32.81				

Significant at 0.05 level.

The above result table 2 we can see that 't' test was used to know the representing gender (boys/girls) from both College. boys mean was 129.58, SD was 37.35 & SED was 6.41 girls mean was 113.25 and SD was 32.81 and 't' value was 2.54, Therefore Ho is Rejected, hence there is a significant difference between Emotional Maturity among boys and girls from both College. This is because Boys are higher Emotional Maturity compare to girls that there is a significant difference in Emotional Maturity of boys and girls.

### **Conclusion :**

There is no significant difference between Emotional Maturity among Engineering and Medical college students. There is a significant difference between Emotional Maturity of boys and girls from both College. But according to further research most of the time girls are having more emotional maturity than boys. Girls are very good in expressing their emotions. But So now a day's boys are also changing their self and they are also trying to interact with most of them friends and family members and they are trying to know what are other's emotions so for they are trying to develop emotional maturity and that is the reason for more emotional maturity of boys than girls.

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