

“A COMPARATIVE STUDY OF THE LEVEL OF EMOTIONAL MATURITY AMONG POST GRADUATE STUDENTS AND BACHELOR OF ENGINEERING STUDENTS”

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ABSTRACT

The present study was undertaken for the comparative study the level of Emotional maturity among PG and Engineering students. The sample for the present study consists of 100 samples of which 50 samples are Post Graduate (MA-4th sem). Students and 50 samples from Bachelor of Engineering (4th Sem) students. The scale which is used for the present study is Emotional maturity scale developed by Dr.Yashvir Singh and Dr.Mahesh Bhargava. The result show that there is significant difference between PG and Engineering students in some of dominions of Emotional Maturity Scale.

KEYWORDS: Emotional Maturity, PG and Engineering students

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In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says Wenkart, and it must be preceded by acceptance from others.

Emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behavior of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. Emotional maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra personality.

Kaplan and Baron elaborate the characteristics of an emotionally mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. 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.

L.S.Hollingworth (1928) mentions some characteristics of emotionally mature persona in the following points:

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blow off, he does not below up.
2. He is also to delay his responses as controlled with the impulsiveness of young child.
3. Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him.

Objective

1. To study the level of Emotional maturity of male and Female Bachelor of Engineering (4th sem) and Post Graduate (MA- 4th sem) students.
2. To study the level of Emotional maturity of male and female Bachelor of engineering (4th sem) students.
3. To study the level of Emotional maturity of male and female Post Graduate (MA (4th sem) students.
4. To study the level of Emotional maturity of rural and urban Bachelor of Engineering (4th sem) and Post Graduate (MA -4th sem) students (together).

Sample:

The sample for the present study consists of 100 samples of which 50 samples are Post Graduate (MA-4th sem). Students and 50 samples from Bachelor of Engineering (4th Sem) students. The samples are drawn from B.V.Bhumareddy Engineering College, Hubli (25 male and 25 female) and Karantak University, Dharwad (25 male and 25 female)

Measures used:

The scale which is used for the present study is Emotional maturity scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

The product moment are between the two testing was 75. Product moment correlation obtained between total scores on all twenty one items and total scores on EMS was 64.(N=46).

RESULTS:

Result and discussions are as below:

Table 1
Mean scores, SDs and 't' values of Emotional maturity among male and female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students (together)

Emotional maturity	BE & PG male students (N=50)		BE & PG female students (N=50)		't' values
	Mean	SD	Mean	SD	
Emotional Unstability	19.80	7.01	27.06	7.76	4.90***
Emotional Regression	18.32	6.01	25.84	8.20	5.22***
Social maladjustment	21.26	4.72	26.68	5.01	5.56***
Personality Disintegration	19.86	6.10	17.74	4.47	1.98*
Lack of Independence	17.10	4.75	17.18	3.75	0.09
Total of Emotional maturity	97.60	19.63	116.90	23.62	4.44***

• P <.05 Significant

*** PM.001 Very highly significant

The above table reveals that the mean score of Emotional instability of male Bachelor of

Engineering (4th sem) and Post Graduate (MA 4th Sem) students in 19.80 and SD is 7.01 and the female Bachelor of Engineering (4th Sem) and Post Graduate students mean score is 27.06 and SD is 7.76, and the obtained 't' value is 4.90 ($P < .001$) which is very highly significant. Thus it indicates that the female Bachelor of Engineering (4th sem) and Post Graduate (MA- 4th sem) students are emotionally unstable when compared to their counterparts.

It may infer that the female students are more involved in mental botherations and they get frightened about the coming situations.

Where as when Emotional regression is concerned the male students have obtained the mean scores of 18.32, SD 6.01 and the female students have obtained the mean scores of 25.84, SD 8.20. the obtained 't' value is 4.22 ($P < .001$) which is found to be very highly significant. Thus, the scores indicate that the female students are emotionally regressive in their behavior when compared to the meal students.

It may attribute due to the fact that female students feel inferior when they failed to achieve their goals and they experience the sense of discomfort and lack of peace in mind.

In social maladjustment the male students have obtained the mean scores of 21.26 SD 4.72 where as the female students have obtained the mean scores as the female students have obtained the mean scores of 26.68, SD 5.01. The calculated 't' value is 5.56 ($P < .001$) which is very highly significant. The scores indicate that the female students are socially maladjusted when compared to the male students.

This fact may due to the reason that female students have a strained companionship with their friends and colleagues.

Similarly on personal disintegration the male students have obtained the mean scores of 18.86, SD 6.10 where as the female students have obtained the means scores of 17.74, SD 4.47.

The calculated 't' value is 1.98 ($P < .05$) which is found to be significant. Thus it indicates that the male students have disintegrative personality when compared to the female students.

It may be inferred from the above analysis that the male students even though knowing some work, they pretended as they if do no know it and they suffer from many kind of fear.

On total Emotional maturity the male students have obtained the mean scores of 97.60 SD 19.63, where as the female students have obtained the mean scores of 116.90 and SD 23.62. the calculated 't' value is 4.44 ($P < .001$) which is very highly significant. The scores indicate that the female students are emotionally matured when compared to the male students.

This may be due to the reason that the female students are continuously in process of seeing themselves in clearer perspective, continually involved in a struggle to gain healthy integration filling thinking action.

Table 2

Mean scores, SDs and 't' values of Emotional maturity among Rural and Urban Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students (together)

Emotional maturity	Community of Group one (Rural) (N=50)		Community of Group one (Urban (N=50))		't' values
	Mean	SD	Mean	SD	
Emotional Unstability	21.76	8.55	21.10	3.19	2.32*
Emotional Regression	20.59	8.32	19.15	2.63	3.73**
Social maladjustment	22.78	5.85	22.78	1.58	-4.00*
Personality	19.01	5.80	17.21	5.69	1.23

Disintegration					
Lack of Independence	17.00	4.03	15.78	4.99	1.08
Total of Emotional maturity	102.79	23.86	98.57	9.45	3.62**

• P <.05 Significant

*** PM.01 highly significant

The above table reveals that the mean score of Emotional instability of Rural Bachelor of Engineering (4th sem) and Post Graduate students is 21.76 and SD is 8.55 and the Urban Bachelor of Engineering (4th Sem) and Post Graduate students mean score is 21.10 and SD is 3.19, and the obtained 't' value is 3.32 (P<.01) which is very significant. Thus it indicates that the Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are emotionally unstable when compared to their counterparts.

Rural students have lack of capacity to dispose of problems, irritability, needs, constant help for once they to do the work and stubborn.

On emotional regression the Rural students have obtained the mean scores 20.59, SD 8.32, where as the urban students have obtained the mean scores of 19.15, SD 2.63. the calculated 't' value is 3.73 (P<.01) which is very found to be highly significant. The scores indicate that the rural students are emotionally regressive in their behavior when compared to the urban students.

Rural students have emotional aggression is also broad group of factors representing such syndromes feeling of inferiority, restlessness, hospitability, aggressiveness and self centeredness.

On social maladjustment the Rural students have obtained the mean scores of 22.78 and

SD 5.82 where as the Urban students have obtained the mean scores of 22.78, SD 1.58. The calculated 't' value is -4.00 ($P < .05$) which is very found to be highly significant. The scores indicate that the female students are socially maladjusted in their behavior when compared to the Urban students.

On total Emotional maturity the Rural students have obtained the mean scores of 102.79 SD 23.86, where as the Urban students have obtained the means scores of 98.57 SD 9.45. The calculated 't' value is 3.62 ($P < .01$) which is very found to be highly significant. Thus it indicates that the Rural students are emotionally matured in their behavior when compared to the Urban students.

This may be due to the reason that the rural students are continuously in process of seeing themselves in clearer perspective, continually involved in a struggle to gain healthy integration filling thinking action.

Table 3
Mean scores, SDs and 't' values of Emotional maturity of Bachelor of Engineering (4th sem) male and female students

Emotional maturity	BE male students (N=25)		BE female students (N=25)		't' values
	Mean	SD	Mean	SD	
Emotional Unstability	13.12	2.22	19.96	1.76	12.04**
Emotional Regression	12.92	2.90	18.48	1.71	-8.25***
Social maladjustment	17.04	2.74	22.32	0.945	-9.09***
Personality Disintegration	19.44	6.15	16.20	4.26	2.06*
Lack of Independence	16.64	4.72	16.04	3.50	0.51
Total of Emotional maturity	79.20	6.73	94.80	4.70	-9.48***

- $P < .05$ Significant
- *** $P < .001$ Very highly significant

The above table reveals that the mean score of Emotional unstability of male Bachelor of

Engineering (4th sem) is 13.12 and SD is 2.22 and the female Bachelor of Engineering (4th Sem) students mean score is 19.96 and SD is 1.76, and the obtained 't' value is 12.04 ($P < .001$) which is very highly significant. Thus it indicates that the female Bachelor of Engineering (4th sem) students are emotionally unstable when compared to their counterparts.

It may infer that the Bachelor of Engineering (4th sem) female students are more involved in mental botherations and take help of other persons to complete their work.

Whereas when Emotional regression is concerned the male students have obtained the mean scores of 12.92, SD 2.90 and the female students have obtained the mean scores of 18.48, SD 1.70. the obtained 't' value is -8.25 ($P < .001$) which is found to be very highly significant. Thus, the scores indicate that the female students are emotionally regressive in their behavior when compared to the male students.

It may attributed due to the fact that Bachelor of Engineering (4th sem) female students feel inferior when they failed to achieve their goals and try to put the blame on others for lapses.

In social maladjustment the male students have obtained the mean scores of 17.04 SD 2.74 where as the female students have obtained the mean scores as the female students have obtained the mean scores of 22.32 and SD. 945. The calculated 't' value is -9.09 ($P < .001$) which is very highly significant. The scores indicate that the male students are socially maladjusted when compared to the female students.

This fact may due to the reason that Bachelor of Engineering (4th sem) students has strained companionship with their friends.

Similarly on personal disintegration the male students have obtained the mean scores of 19.44, SD 6.15 where as the female students have obtained the means scores of 16.20, SD 4.26.

The calculated 't' value is 2.16 ($P < .05$) which is significant. The score indicates that the male students are personality disintegrative in their behavior when compared to the female students.

It may be inferred from the above analysis that the Bachelor of Engineering (4th sem) male students even though knowing some work suffer from many kind of fear and lose their mental balance.

On total Emotional maturity the male students have obtained the mean scores of 79.20 SD 6.73, where as the female students have obtained the mean scores of 94.80 and SD 4.70. The calculated 't' value is -9.48 ($P < .001$) which is very highly significant? The scores indicate that the male students are emotionally matured when compared to the female students.

This may be due to the reason that the Bachelor of Engineering (4th sem) female students are continuously in process of seeing themselves in clearer perspective, continually involved in a struggle to gain healthy integration filling thinking action.

Table 4

Mean scores, SDs and 't' values of Emotional maturity among Post Graduate (4th sem) male and female students

Emotional maturity	PG male students (N=25)		PG female students (N=25)		't' values
	Mean	SD	Mean	SD	
Emotional Regression	23.72	2.15	33.20	4.65	-9.24***
Social maladjustment	25.48	.962	31.04	3.28	-8.12***
Personality Disintegration	20.28	6.14	19.28	4.21	0.68
Lack of Independence	17.56	4.83	18.32	3.71	-0.62
Total of Emotional maturity	79.20	6.73	94.80	4.70	-9.48***

- $P < .05$ Significant
- *** PM.001 Very highly significant

The above table reveals that the mean score of Emotional instability of male Post Graduate (4th sem) is 23.72 and SD is 2.15 and the female Post Graduate (4th Sem) students mean score is 33.20 and SD is 4.65, and the obtained 't' value is -9.24 ($P < .001$) which is very highly significant. Thus it indicates that the female Post Graduate (4th sem) students are emotionally unstable when compared to their counterparts.

It may be inferred that the Post Graduate (4th sem) female students are more involved in mental botherations and take help of other persons to complete their work.

In social maladjustment the male students have obtained the mean scores of 25.42 SD .962 where as the female students have obtained the mean scores of 31.04 and SD. 3.28. The calculated 't' value is -8.12 ($P < .001$) which is very highly significant. The scores indicate that the male students are socially maladjusted when compared to the female students.

This fact may be due to the reason that Post Graduate (4th sem) female students have strained companionship with their friends and colleagues.

On total Emotional maturity the male students have obtained the mean scores of 79.20 and SD 6.73, where as the female students have obtained the mean scores of 94.80 and SD 4.70. The calculated 't' value is -9.48 ($P < .001$) which is very highly significant? The scores indicate that the female students are emotionally matured in their behavior when compared to the male students.

This may be due to the reason that the Post Graduate (4th sem) female students are continuously in process of seeing themselves in clearer perspective, continually involved in a struggle to gain healthy integration filling thinking action.

CONCLUSION:

The data obtained in the present study analyzed and discussed and the following conclusions were drawn from the study.

1. The female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are emotionally unstable when compared to the male Bachelor of Engineering (4th sem) and Post Graduate students.
2. The female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are Emotionally Regressive when compared to The male Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
3. The female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are socially maladjusted when compared to the male The male Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
4. The female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are Disintegrative Personality when compared to he The male Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
5. The female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are Lack of independence when compared to the The male Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
6. The female Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are emotionally when compared to the Urban Bachelor of Engineering (4th sem) and Post Graduate (MA 4th sem) students
7. The Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are unstable when compared to the Urban Bachelor of Engineering (4th sem) and Post Graduate

- (MA 4th sem) students.
8. The Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are emotionally regressive when compared to the Urban Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
 9. The Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are socially maladjusted when compared to the Urban Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
 10. The Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students have disintegration personality when compared to The Urban Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
 11. The Urban Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students lack of independent when compared to The Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students
 12. The Rural Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students are Emotionally matured when compared to The Urban Bachelor of Engineering (4th sem) and Post Graduate (MA-4th sem) students.
 13. The Female Bachelor of Engineering (4th sem) students are Emotionally Unstable when compared to The male Bachelor of Engineering (4th sem) students.
 14. The Female Bachelor of Engineering (4th sem) students are Emotionally regressive when compared to The male Bachelor of Engineering (4th sem) students
 15. The male Bachelor of Engineering (4th sem) students are socially maladjusted when compared to The male Bachelor of Engineering (4th sem) students.
 16. The male Bachelor of Engineering (4th sem) students have disintegration personality when

compared to The female Bachelor of Engineering (4th sem) students.

17. The male Bachelor of Engineering (4th sem) students are lack of independence when compared to The female Bachelor of Engineering (4th sem) students.

18. The male Bachelor of Engineering (4th sem) students are Emotionally matured when compared to The female Bachelor of Engineering (4th sem) students.

19. The Female Post Graduate (4th sem) students are Emotionally regressive when compared to The male Post Graduate (4th sem) students.

20. The Female Post Graduate (4th sem) students are socially maladjusted when compared to The male Post Graduate (4th sem) students.

21. The male Post Graduate (4th sem) students are disintegration personality when compared to The female Post Graduate (4th sem) students.

22. The male Post Graduate (4th sem) students are Lack of independence when compared to The female Post Graduate (4th sem) students.

23. The Female Post Graduate (4th sem) students are Emotionally Matured when compared to The male Post Graduate (4th sem) students.

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