

## Emotional Maturity among Young Adults: A Comparative Study

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### Abstract:

*The present research is attempted to ascertain emotional maturity among young adults in relation to gender and their living status. For the said purpose, the study was carried out among 200 young adults aged 21-23 years and they were selected purposively from different post graduate departments of Tripura University. Among them 100 were males and 100 were female students. Again out of 200 postgraduate students 50% were staying with their family members and the rest 50% were staying at university hostel. Emotional Maturity Scale developed by Singh & Bhargava was used for data collection. Findings revealed that the male students were emotionally more mature than the female students. Further both the hosteller and day scholar postgraduate students differ significantly in regard to their emotional maturity.*

**Key Words:** *Emotional maturity, young adults, gender, living status.*

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### INTRODUCTION

Emotional maturity is a dynamic construct influenced by diverse biological, psychological, and social factors. Number of researches has been conducted on emotional maturity and it was found to be appearing as an important factor in the prediction of personal, academic and career success. 'Emotional maturity means the degree to which a person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid' (Jersild, 1963). According to Crow and Crow (1974), 'The 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 effect 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'. In the opinion of Murray (2004), an emotional mature person has the following characteristics:

- ◆ The ability to give and receive alone.
- ◆ The ability to face reality and deal with it.
- ◆ Just as interested in giving as receiving.
- ◆ The capacity to relate positively to life experiences.
- ◆ The ability to learn more experience.
- ◆ The ability to accept frustration.
- ◆ The ability to handle hostility constructively.
- ◆ Relative freedom from tension symptoms.

Actually a person can be called emotionally mature if he/she is able to display his/her emotions in appropriate degree with reasonable control at the appropriate time.

Emotional maturity is influenced by several factors, both internal that is the subjective factors (from within oneself) and external factors (outside of yourself) like social environment, family environment, work place environment and communities at large. All these factors influence the individual to express his/her emotions in the day to day life. Emotions plays more important role in the development of an individual whether he/she is a leader, a social activist, successful businessman or a student. According to Hockenbury and Hockenbery (2007), 'an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response and a behavioral or expressive response'. We have both positive and negative emotions. Positive emotions act as the motivating force throughout the span of human life; affecting aspirations, actions and thoughts of an individual. On the contrary negatives emotions direct to destructive thoughts which further may lead to different mental health problems.

Mental health problems may occur at any stage of life. Young adulthood is a very crucial part of life. It encompasses the stage between ages 18-25 years, where the young are in a transformative stage. Generally if a person continues with his/her studies in general line; he /she would be the student of MA/ MSC/ MCOM by the time they reached their 22 years of age (following our 2+3+2 educational system). Many researchers have found maladaptive behavior among post graduate students and indicated that emotions played a very crucial role in that. University is a period of responsibility for choices and lifestyle practices, where students are exposed to the challenges of young adulthood and also tackle the mental and social issues of students' life. It is the time when young adults want to be independent. They often come out with an important decision which undergoes a significant stage by choosing where

to stay or live during their entire university life. They can either choose to stay in hostel or live at home. Many students confront changes in living conditions, and (health promoting/damaging) adjustments to lifestyle and environment. They also face the stresses of achieving success in their academic goals, and are expected to be competitive, adding to the demands and burdens and possibly leading to more stress. Students may also deal with issues around financial constraints and financial support, social interaction and loneliness. Generally in the university system, the student's mental health problems are associated with-

- a. demands of career readiness,
- b. life readiness and
- c. adjustment.

It is evident that mental imbalance, disturbed environment, anxiety and emotional immaturity adversely affect the efficiency of individual. The Emotional maturity is very important for overall adjustment of students. Mahmoudi, A. (2012) conducted a study on postgraduate students and revealed positive between emotional maturity and overall adjustment. Sabapathy, T. (1986) examined the relationship between the variables of anxiety, emotional, social maturity, socio-economic status and academic achievements of students. The study found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular. The findings of Das & Ghosh (2014) also revealed *significant relationship between emotional maturity and academic achievement among students*. Brackett, Mayer and Warner (2004) found that less emotionally matured students are unable to perceive emotions and to use emotion to facilitate thought and hence more prone to develop deviant behaviour including illegal drug and alcohol use and poor relations with friends.

As the students are the pillars of the future generations, it is important to ensure their positive mental health and hence understanding their emotional maturity is vital. So the present study intends to measure the emotional maturity among university students (MA/ MSC students) of Tripura.

### Objectives

The objectives of the present study were as follows—

- To compare the emotional maturity of male and female postgraduate students.
- .To compare the emotional maturity of hosteller and day scholar students.
- To compare the emotional maturity of male and female hosteller students.
- To compare the emotional maturity of male and female day scholars students.
- To compare the emotional maturity of male hostellers and male day scholars students.
- To compare the emotional maturity of female hostellers and female day scholars students.

### Hypotheses

To fulfill the objectives of the present study the following hypothesis were formed:

- I. There will be significant difference between emotional maturity of male and female postgraduate students.
- II. There will be significant difference between emotional maturity of hosteller and day scholar students.
- III. There will be significant difference between emotional maturity of male and female hosteller students.
- IV. There will be significant difference between emotional maturity of male and female day scholar students.

V. There will be significant difference between emotional maturity of male hosteller and male day scholar students.

VI. There will be significant difference between emotional maturity of female hosteller and female day scholar students.

## METHODOLOGY

### Participants

The study was carried out among 200 subjects. Among them 50 % were male and 50% were female subjects. Further out of 200 subjects 100 were living with their families and the rests were living in hostel. All the study subjects were in the age group of 21-23 years and they selected purposively from different departments of Tripura University. Most of them belonged to middle and upper middle socio-economic status.

### Measure

**Emotional Maturity Scale:** It is developed by Yashvir Singh & Mahesh Bhargava (1990). It is a self reporting 5 point rating scale consisted of 48 statements. The maximum emotional maturity score is 240 and the minimum emotional maturity score is 48. Higher the score on the scale, greater the degree of emotional immaturity and vice-versa. The test–retest reliability of the scale is 0.70 & validity is 0.46.

### Data Collection

At first permission was taken from hostel authority and a time table was prepared in consultation with the authority for data collection. Then proper rapport was established with the subjects and data were collected following face to face interaction method from them (hostellers). Simultaneously data collection was also started for day scholars (of same age group). After collecting response from all the study subjects, at first all the data sheets were checked thoroughly to find out any gaps or discrepancies in the response sheet. For data

analysis, descriptive statistics i.e., mean and SD was used and for testing the hypothesis inferential statistics i.e., t-test was employed.

## RESULTS AND DISCUSSION

**Table 1: Showing the comparison between male and female students in regard to their emotional maturity**

Subjects	Number	Mean	S.D	't' Value	Level of Significance
Male	100	69.52	12.17	2.38	Significant at 0.05 level
Female	100	73.8	13.26		

Emotions are the powerful regulating force in the life of an individual. Emotions are the energy which make the mind to work; it supplies the energy for the survival of the individual. According to Finley (1996), maturity is "the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances, or environment in an appropriate manner." According to **Walter D., Smithson (1974)** 'Emotional maturity is process in which the personality is continuously striving for greater sense of emotional health both intra psychically and intra personality'. So far as emotional maturity of the male and female students (irrespective of their living status) is concerned the present study revealed that females students were less emotionally mature than their male counterparts and they differed significantly at 0.05 level of significance.

Different researchers have found different results with respect to gender differences in emotional maturity. Louis, J. et al. (2007) studied emotional maturity of post graduate students in Pondicherry region covering 256 students and revealed that the level of emotional maturity of female students is higher than that of the male students. Tatawadi (2009) have studied the differences in emotional maturity among male and female students

studying in a management school. The results found that the females are emotionally stronger than the males. However the study of Aleen and Sheema (2005) have found significant difference between male and female students on emotional stability and inferred that female students are less emotionally stable compared to male students.

**Table 2: Showing the comparison of hosteller and day scholar students in regard to their emotional maturity**

Subjects	Number	Mean	S.D	't' Value	Level of Significance
Hosteller Day Scholar	100	136	24.32	3.78	Significant at 0.01 level
	100	150.64	30.08		

The findings of the present study showed that (table 2) the hosteller students were more emotionally matured in comparison to day scholar students. Hence the 2<sup>nd</sup> hypothesis i.e 'there will be significant difference between emotional maturity of hosteller and day scholar students' has been accepted. The present result corroborates with the findings of **Mishra (1987)**

**who also** conducted a study on the hostel life of university students and found that hostellers were emotionally more mature as compared to non-hostellers. The research findings of Saranya and

Velayudhan (2008) also showed significant difference among day scholars and hostel students in their emotional maturity dimensions and indicated that the hostel students have better emotional maturity than the day scholars.

**Table 3: Showing the comparison between male and female hosteller students in regard to their emotional maturity**

Subjects	Number	Mean	S.D	't' Value	Level of Significance
Male	50	66.1	13.14	1.56	Insignificant at 0.05 level
Female	50	69.9	11.18		

From the table 3 it has evident that the Mean and SD scores of emotional maturity of the hosteller male and female students were 66.1 and 13.14 and 66.9 and 11.18 respectively. On the basis of mean score it can be said that male hosteller have more emotional maturity than their female counterparts. However 't' value did not reveal any significant difference between them. Hence the 3<sup>rd</sup> hypothesis i.e, 'there will be significant difference between emotional

maturity of male and female hosteller students' has been rejected.

**Table 4: Showing the comparison between male and female day scholar students in regard to their emotional maturity**

Subjects	Number	Mean	S.D	't' Value	Level of Significance
Male	50	72.94	12.56	1.62	Insignificant at 0.05 level
Female	50	77.7	16.52		

So far as emotional maturity of male and female day scholar students is concerned the results (table 4) showed that, like male hostellers, the male day scholars are also emotionally more mature than the female day scholar students. However the 't' score is 1.62 which is insignificant at 0.05 level of significance. Hence the 4<sup>th</sup> hypothesis i.e 'there will be significant

difference between emotional maturity of male and female day scholar students' has been rejected.

**Table 5: Comparison of hosteller and day scholar male students in regard to their emotional maturity**

Subjects	Number	Mean	S.D	't' Value	Level of Significance
Hostellers	50	66.1	13.14	2.65	Significant at 0.05 level
Day Scholars	50	72.94	12.56		

From table 5 it is evident that the mean score of emotional maturity of male day scholar students was 72.92 which is higher than that of 66.1, the emotional maturity score of male hostellers. The calculated 't' value also revealed significant difference between the male hostellers and day scholar male students in regard to their emotional maturity. Hence the 5<sup>th</sup> hypothesis i.e., 'there will be significant difference between emotional maturity of male hosteller and male day scholar students' has been accepted. The present findings corroborates with the findings of **Gakhar, S. C. (2003) who also revealed significant difference between emotional maturity of male hostellers and male day scholars students.**

**Table 6: Comparison between hosteller and day scholar female students in regard to their emotional maturity**

Subjects	Number	Mean	S.D	't' Value	Level of Significance
Hostellers	50	69.9	11.18	2.77	Significant at 0.01 level
Day Scholars	50	77.7	16.52		

Table 6 shows the comparison of the Mean and SD of hostellers and day scholar female students in regard to their emotional maturity. It was found that the mean score of hosteller students

was 69.9 and S.D was 11.18. The mean score of day scholars was 77.7 and S.D was 17.52 which further indicated that the female hostellers were more emotionally matured than the day scholars.

The 't' value is also significant and hence the 6<sup>th</sup> hypothesis has been accepted. The findings of **S. Punithavathi (2013)** also revealed significant difference between day scholars and hostellers women students in their level of emotional maturity.

#### CONCLUSION

So finally it can be concluded that that the male students are emotionally more mature than their female counterparts. Day scholar students were less emotionally matured than the hostellers. However the findings did not reveal any significant difference between male and female day scholar students as well as male and female hosteller students with respect to their emotional maturity.

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