

Emotional Maturity of Male and Female Kashmir University of India Distance Learners-A Comparative Study

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Abstract

An attempt has been made to assess and compare the emotional maturity of Male and Female University Distance Learners. A sample of 120 students (60 Male and 60 Female University Distance Learners) was drawn from distance education university of Kashmir (J&K) India. The data was collected by administering **Yashvir Singh and Mahesh Bhargava** Emotional maturity Scale (EMS) (1984). 't' test was used to find out the significant differences on emotional maturity between Male and Female University distance students. The results reveal that the Female University distance learners and Male University distance learners do not differ significantly on emotional maturity so far as composite score is concerned. However, on factor wise of emotional maturity scale Female University distance learners have **emotional instability** (factor 01) than Male University distance learners. They have lack of capacity to dispose off problems, irritability and needs constant help for one's day to day work, venerability, stubbornness and temper tantrum. Male University distance learners have **emotional regression** (factor 02) than female university distance learners. Male University Distance Learners have inferiority complex, restlessness, hostility, aggressiveness and self centeredness of being pursuing education through distance mode. They experience a sense of discomfort and lack of peace of mind. And on other factors (03, 04 & 05) their emotional maturity is almost same.

Keywords: Emotional Maturity, Male and Female University Distance Learners, Kashmir University

1. INTRODUCTION

In the present circumstances, youth as well as children are facing difficulties in life which give rise to many psychosomatic problems such as anxiety, tension, frustration 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. Etymologically the word 'Emotion' is derived from the Latin word 'Emovere' which means to stir up, to excite or to agitate. The concept 'Mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self pity, might still be emotionally stunned and childish. R.S. Woodworth defined emotions, "As a moved or a stirred up state of an individual. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity – that is the way it appears to an external observer." According to Charles E. Skinner, An emotionally matured person is the one who is able to keep a lid on his feelings. He can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order. According to Cole, "The most outstanding make of emotional maturity is the ability to bear tension. Besides, an emotionally matured person persists in the capacity for fun and recreation. He enjoys both play and responsible activities and keeps them in proper balance." According to Fred Mc. Kinney, "The characteristics of an emotionally matured person are heterosexuality, appreciation of attitude and behaviour of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses."

Emotional Maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. According to Crow and Crow (1974), "An emotion is an affective experience that accompanies generalizes inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behaviour. According to Alter et.al; (1976) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both physical and psychological. Emotional stability is one of the seventh important indicator of mental health. It simply means being grown up so that one may be able to personally manage his/her desires and feelings and may be better able to cope up the adverse life situations in a most benefiting and socially approved manner. The most outstanding mark of emotional maturity is ability to bear tension. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hospitability but it is continuously in process of seeing himself/herself in clear perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action. Gupta and Poonam(1989) has found that the characteristic behaviour of the female is more sober, well-behaved, shy and reserved as compared to boys. Male behave more openly and are more interested in bold activities. Alka Mankad (1999) observed that personality of emotionally matured and un-matured adolescents differ significantly. Stephen. S. (2002) conducted a study related to neuroticism and emotional maturity among college female students and found that the individuals who scored higher neuroticism are having a low level of emotional maturity. Praveen Kumar Jha (2002) found that self-

confidence and emotional maturity were positively associated with vigilant style of decision making in case of executives. Lohithakshan, P. M. (2002) Emotional instability is an indication of emotional immaturity, as emotionally unstable response is characterized by the lack of agreement between the emotional response and the provoking stimulus. Madhuri Patil (2003) reports that adolescence is accompanied by some stress, related to school, family and peers, and this stress can at times be difficult to manage. It is also a time when certain kinds of developmental problems might arise, especially problems that have to do with self perceptions, feelings about which we are, and negative emotions in general. Teenagers who have significant emotional stress, their self-esteem are lowered straining personal relationships. Child psychologists are of the opinion that not all stress is bad; the good kind motivates one to get things done and solve problems or take on challenges. When stress lingers, makes child avoid things, or makes normal functioning difficult, then it is a problem. Aleen and Sheema (2005) have found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable compared to male students. Mangal and Aminabhavi (2007) that the adolescents children of employed mothers have greater emotional maturity than that of housewives. The results indicate that students having less scores in emotional maturity scale ($m = 87.7$) have less scores in adjustment inventory ($m = 139.9$) it also means that when emotional maturity is high the general level of adjustment is also good. The obtained correlation between the two is 0.78, which means that the two concerned variables are highly correlated to each other. Sivakumar. R. (2010) found that the sex, community and the family type they belong to do not play any role (no significant difference) in the emotional maturity of the college students. But it is inferred from that the religion the college students belongs to shows significant difference in their emotional maturity.

2. SIGNIFICANCE FOR THE STUDY

Like other aspects of development, emotional development is gradual and innate maturational process. There appears to be individual differences in such things as susceptibility and responsiveness to emotional situations. Emotional development is linked with other areas of human development like physical, intellectual and social. Any retardation, undue acceleration or abnormal deviation in these areas would inevitably influence normal emotional development resulting in frustration, conflicts and imbalance in behaviour. Frustration is not only a negative thing, a failure to achieve but it increases emotional tensions affecting the living of complete individual. Though frustration is specific to a particular situation, it easily gets generalized into a deeply embedded defensive expression which affects all future behaviour even in different situations; this is the reason for educators emphasizing the development of all the aspects of the individual's personality. Hence Emotional Maturity is an important aspect in one's life and very less research has been done in this area especially in the state of Jammu and Kashmir. Therefore, to fill this vacuum the present investigator took an initiative to know the emotional maturity of Male and Female distance learners of Kashmir University (J & K state), India which becomes the first modest attempt in the related area.

3. STATEMENT OF THE PROBLEM

The problem chosen for the present study is stated as under:

'Emotional Maturity of Male and Female University Distance Learners - A comparative study'

4. OBJECTIVES

The study was conducted to achieve the following objectives:

1. To compare Male and Female University distance learners of Kashmir on Emotional maturity (composite score).
2. To compare Male and Female University distance learners of Kashmir on Emotional maturity (Factor wise).

5. NULL HYPOTHESES

1. There is no significant difference between Male and Female University distance learners on Emotional maturity (composite score).
2. There is no significant difference between Male and Female University distance learners on emotional maturity (Factor wise).

6. OPERATIONAL DEFINITION OF VARIABLES

Emotional maturity

In the present study the word emotional maturity mean the scores gained by sample subject on *Yashvir singh and Mahesh Bhargava EMOTIONAL MATURITY SCALE (1984)*. The Emotional maturity inventory comprises of five factors viz; *instability, emotional regression, social maladjustment, personality disintegration and lack of independence*.

University distance learners

University distance learners are both male and female students pursuing higher education through distance mode.

7. PROCEDURE

Sample

A sample of 120 university distance learners (60 Male and 60 Female) pursuing higher education in different courses (M. A. English, B.Ed. and M.Ed.) was collected randomly from directorate of distance education, university of Kashmir.

Tool

For the measurement of Emotional maturity of University distance learners, *Yashvir Singh and Mahesh Bhargava Emotional maturity Scale (EMS)* was administered. The scale has five components. The scale consists of 10 items in each component except for the component 05 i.e. lack of independence which has 8 items. The responses are scored according to weightage of 05 to 01 (very much to never).

8. ANALYSIS OF THE DATA

For comparison (between Male and Female university distance learners on all five factors of emotional maturity and on composite scores) 't'-test was employed. The information is presented in tables 01 and 02.

Table 01

Table showing significance of mean difference between Male University Distance Learners (N=60) and Female University Distance Learners (N=60) on Emotional Maturity (Composite Score)

Group	\bar{X}	σ	t-value
Male University distance learners	98.75	10.52	0.29 NS
Female University distance learners	98.16	11.58	

NS: Not Significant

Table 02

Table showing significance of mean difference between Male University Distance Learners (N=60) and Female University Distance Learners (N=60) on emotional maturity (factor wise)

Group	Factors	\bar{X}	σ	t-value
Male University Distance Learners	Instability	19.00	2.30	2.77**
Female University Distance Learners		21.00	5.15	
Male University Distance Learners	emotional regression	23.28	1.26	4.82**
Female University Distance Learners		20.24	4.8	
Male University Distance Learners	social maladjustment	20.02	2.12	1.85 (NS)
Female University Distance Learners		21.06	4.02	
Male University Distance Learners	personality disintegration	17.41	2.74	1.72 (NS)
Female University Distance Learners		18.74	5.35	
Male University Distance Learners	lack of independence	18.33	2.93	0.28 (NS)
Female University distance learners		18.49	3.45	

** : Significant at 0.01 level

NS: Not Significant

The perusal of table 01 makes it clear that the mean score of male University distance learners (98.75) is slightly higher than the mean score of female University distance learners (98.16). The difference between their mean score has not been found statistically significant. This justifies that male University distance learners and female University distance learners have same emotional maturity so far as composite score is concerned.

The perusal of table 02 makes it clear that the mean scores of female University distance learners (21.00) is higher than the mean score of male University distance learners (19.00) on factor "emotional instability" of emotional maturity. The mean difference was found significant at 0.01 level. It shows that the female university distance learners have emotional instability than Male University distance learners. They have lack of capacity to

dispose off problems, irritability, and needs constant help for one's day to day work, vulnerability, stubbornness and temper tantrum. Female university students have reported that they are involved in mental botherations. They further reported that they sometimes stop in the middle of the course. They feel that they are short tempered.

The perusal of table 02 makes it clear that the mean scores of Male University distance learners (23.28) is higher than the mean score of Female University distance learners (20.24) on factor "emotional regression" of emotional maturity. The mean difference was found significant at 0.01 level. Male University distance learners have emotional regression as one of the factor of the emotional immaturity than female university students. Male university distance learners have reported that they have inferiority complex, restlessness, host ability, aggressiveness and self centeredness of being pursuing education through distance mode. They experience a sense of discomfort and lack of peace of mind. They put blame on the selection process of students in regular mode. Male university distance learners feel that they are aggressive than their friends who are pursuing post graduation through regular mode. They further reported that they are dissatisfied with the distance mode of learning. Female university distances learners do not feel inferior while getting post graduation through distance mode. They do not blame others for their lapses. They further reported that they do not get lost in woolgathering (in the world of imagination). Emotional maturity between male and female on factor 03, 04 & 05 is almost same. So no decisive decision can be taken on other factors. The results analyzed and discussed on factor wise and composite score of emotional maturity of Male and Female University distance learners are in line with these studies. Charu Vyas(, 2008), Subbarayan (2010) found that Significant difference in Emotional Regression of adolescence Girls coming from coeducation and unisex education school, insignificant difference in Emotional maturity of adolescent Boys of coeducation and unisex education school Significant difference in lack of Independence of Boys coming from coeducation and unisex education school. It is also found that sex, community and the family type did not play any role in the emotional maturity of the college students. Therefore, the null hypothesis:

1. "There is no significant difference between Male and Female University distance learners on Emotional maturity (composite score)" is rejected.
2. "There is no significant difference between Male and Female University distance learners on Emotional maturity (Factor Wise)" is partially accepted.

CONCLUSION

The present study through the different stages of investigation reached to the following conclusions, which were the result of systematic statistical method as such as well as qualitative analysis of the data.

1. Female University distance learners and Male University distance learners do not differ significantly on emotional maturity on composite score.
2. Female university distance learners have emotional instability than Male University distance learners. They have lack of capacity to dispose off problems, irritability, and need constant help for their day to day work, vulnerability, stubbornness and temper tantrum.
3. Male University distance learners have emotional regression as one of the factor of the emotional immaturity than female university distance learners. Male university distance learners have reported that they have inferiority complex, restlessness, hostility, aggressiveness and self centeredness of being pursuing education through distance mode. They experience a sense of discomfort and lack of peace of mind.

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