



A Comparative Study on Emotional Maturity Level of Science and Arts Students among Under Graduate Level

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Received- 25.08.2021, Revised- 29.08.2021, Accepted - 02.09.2021

Abstract: Education is a lively dynamic, process of transformation of Knowledge. It makes a person to collaborate both in his own growth and in development of his community. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. In this study, the Investigator has conducted a comparative study on Emotional Maturity level of science and arts students among under graduate level. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and 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.

Key words-emotional maturity, education, students, science and art

Education is a lively dynamic, process of transformation of Knowledge. It makes a person to collaborate both in his own growth and in development of his community. Education provides different types of new experiences to a Child in order to enable him to be able to adjust himself with his environment, so that he can fully develop his mental powers, inherent abilities and his cognitive abilities and to contribute to his family, community and nation in some specific fields as per his ability. 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 behaviour 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 programme is to help the learner to gain emotional maturity. Children studying in Xth class do not have much emotional maturity because of their inadequate control over the environment. A mature adult due to the development of his various powers has greater control over his environment. So, he possesses emotional maturity to a greater degree. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon.

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Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitious 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. A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature persons will have more satisfaction in life; he will be satisfied with what he is having, of course trying to achieve more. He will have balanced attitude. He will have more positive than negative attitude towards life.

Need and Significance of the Study-

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. It is a process which the personal is continuously striving for greater sense of emotional health both intrapsychically and intra-personally. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. This motivates the Investigator to conduct a

ASVP PIF-9.001 /ASVS Reg. No. AZM 561/2013-14



comparative study on Emotional Maturity level of science and arts students among under graduate level.

Statement of the Problem- "A Comparative Study on Emotional Maturity Level of Science and Arts Students among Under Graduate Level."

Operational Definitions- A. Emotional Maturity "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."

B. Science Student It refers to the students who belongs from science stream.

C. Art Student It refers to the students who belongs from art stream.

D. Under Graduate Student It refers to the students who are doing Graduation like B.Com., B.Tech. and B.A. etc.

Objectives of the Study

1. To Study the emotional maturity level of science and arts students among Under Graduate Level.
2. To Study the emotional maturity level of Boys and Girls of science group among Under Graduate Level.
3. To Study the emotional maturity level of Rural and Urban of science group among Under Graduate Level.
4. To Study the emotional maturity level of Boys and Girls of art group among Under Graduate Level.
5. To Study the emotional maturity level of Rural and Urban of art group among Under Graduate Level.

Hypothesis of the study

1. There will be no significant difference of emotional maturity level of science and arts students among Under Graduate Level.
2. There will be no significant difference of emotional maturity level of Boys and Girls of science group among Under Graduate Level.
3. There will be no significant difference of emotional maturity level of Rural and Urban of science group among Under Graduate Level.
4. There will be no significant difference of emotional maturity level of Boys and Girls of art group among Under Graduate Level.
5. There will be no significant difference of emotional maturity level of Rural and Urban of art group among Under Graduate Level.

Design and procedure of the study- A. Methodology The purpose of present study was to know the emotional maturity of Under Graduate level Students. There are several methods of investigation. The choice of research method is sometime determined by the theory of the topic under study, objectives of

the study and resources of the investigator. There consideration has led the investigator to the description survey method of the research for the present study.

B. Population For the purpose of present study population is all the under graduate students studying in various colleges of Buduan City.

C. Sample and Sampling Technique In the present investigation the 4 College of Buduan District, Uttar Pradesh constitutes the population. 4 College of Buduan District were selected by stratified random technique. Among these two Colleges were selected from Rural Areas and two Colleges were selected from Urban Areas. After this 120 students were chosen from all the Colleges consisting 30 students from each college. Among them 50% students were girls and the remaining 50% were boys.

TABLE NO. 1

S.No.	Colleges	Students		Total
		Girls	Boys	
1.	Nehru Memorial Shri Nanyan Das College, Buduan.	10	20	30
2.	Rajtya Girls Degree College, Buduan.	10	-	30
3.	Rajtya Degree College, Buduan.	10	20	30
4.	Buduan Institute of Management and Technology, Buduan.	10	20	30
Total		40	60	120

D. Variable of the Study The following variable is taken into consideration in the present study:-

Emotional Maturity:- Emotional maturity is a master aptitude a capacity that profoundly affects all other abilities, either facilitating or interfering with them.

E. Tool Used in the Study In order to achieve objectives of the study tools were used to collect data. Emotional maturity Scale (EMS-SB) was prepared by Dr. Yashvir Singh (Agra) and Dr. Mahesh Bharagava (Agra) has been used in the present study.

F. Procedure of the Study The study started with the administration of the standardized tests for measuring the emotional maturity.



Group test of General Mental Ability Revised by Dr. S. Jalota is used and to measure the Emotional Maturity Scale (EMS-SB) made by Dr. Yashvir Singh and Dr. Mahesh Bharagava is used on the students of 4 Colleges of Budaun District. The scores obtained from the student were considered for the interpretation of data and interpretation done according to the norms and criterion of the standardized test. After this the scores were analyzed for finding out the relationship between Emotional Maturity of Under Graduate Students.

G. Statistical methods For statistical analysis Mean, SD, and t test have been used.

Data Analysis and interpretation- For the convenience of interpretation the scores of students on GGMA and EMS are given in the following tables:- TABLE NO. 2A Comparison between the Level of Emotional Maturity level of science and arts students among Under Graduate Level

Streams	N	Mean	S.D.	t-Test
Science students	60	54.84	7.05	0.32
Arts students	60	53.42	6.98	

Table 2 Shows the Means and standard deviation obtained by the Level of emotional maturity of science students among Under Graduate Level were 54.84 and 7.05 respectively for pre-test. Mean and standard deviation obtained by the Level of emotional maturity of arts students among Under Graduate Level were 53.42 and 6.98 respectively for pre-test. In order to find out whether there is a significant difference among the groups t-Test was used. The value of standard error and t-test obtained were 0.63 and 0.32 respectively. Level of significance is measure at 0.05 level and 98 d.f. The tabulated value of t at 0.05 level of significance is 1.96. The calculated of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between the pre-test scores of two streams i.e. Science and Art Streams.

TABLE NO. 3A Comparison between the Level of Emotional Maturity level of Boys and Girls of science group among Under Graduate Level.

Gender	N	Mean	S.D.	t-Test
Boys	60	51.56	8.88	0.65
Girls	60	50.42	8.00	

Table 3 Shows the Means and standard deviation obtained by the Level of emotional maturity of Boys of science group among Under

Graduate Level. were 51.56 and 8.88 respectively for pre-test. Mean and standard deviation obtained by the Level emotional maturity of Boys of science group among Under Graduate Level. were 50.42 and 8.00 respectively for pre-test. In order to find out whether there is a significant difference among the groups t-Test was used. The value of standard error and t-test obtained were 0.648 and 0.65 respectively. Level of significance is measure at 0.05 level and 98 d.f. The tabulated value of t at 0.05 level of significance is 1.96. The calculated of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between the pre-test scores of two genders i.e. male and female students.

TABLE NO. 4A Comparison between the Level of Emotional Maturity level of Rural and Urban of science group among Under Graduate Level.

Science group	N	Mean	S.D.	t-Test
Rural	30	56.64	7.21	0.63
Urban	30	55.27	6.10	

Table 4 Shows the Means and standard deviation obtained by the Level emotional maturity of Rural of science group among Under Graduate Level. were 56.64 and 7.21 respectively for pre-test. Mean and standard deviation obtained by the Level emotional maturity of Urban of science group among Under Graduate Level. were 55.27 and 6.10 respectively for pre-test. In order to find out whether there is a significant difference among the groups t-Test was used. The value of standard error and t-test obtained were 0.722 and 0.63 respectively. Level of significance is measure at 0.05 level and 98 d.f. The tabulated value of t at 0.05 level of significance is 1.96. The calculated of t is less than the tabulated value of t at 0.05 level of significance. The value obtained shows that there is no significant difference between the pre-test scores of two groups i.e. Rural and Urban Science students.



TABLE NO. 5A Comparison between the Level of Emotional Maturity level of Boys and Girls of art group among Under Graduate Level.

Art	N	Mean	S.D.	t-Test
Boys	30	50.25	8.21	1.02
Girls	30	51.32	9.51	

Table 5 Shows the Means and standard deviation obtained by the Level of emotional maturity level of Boys of art group among Under Graduate Level were 50.25 and 8.21 respectively for pre-test. Mean and standard deviation obtained by the Level of emotional maturity level of Girls of art group among Under Graduate Level were 51.32 and 9.51 respectively for pre-test. In order to find out whether there is a significant difference among the groups t-Test was used. The value of standard error and t-test obtained were 0.672 and 1.02 respectively. Level of significance is measure at 0.01 level and 98 d.f. The tabulated value of t at 0.01 level of significance is 2.63. The calculated of t is more than the tabulated value of t at 0.01 level of significance. The value obtained shows that there is significant difference between the pre-test scores of two genders i.e. Boys and Girls of Art streams. Hence Hypothesis is accepted.

TABLE NO.6A Comparison between the Level of Emotional Maturity level of Rural and Urban of art group among Under Graduate Level

Area	N	Mean	S.D.	t-Test
Rural	30	55.40	6.20	0.90
Urban	30	54.80	5.40	

Table 6 Shows the Means and standard deviation obtained by the Level of emotional maturity of Rural of art group among Under Graduate Level were 55.40 and 6.20 respectively for pre-test. Mean and standard deviation obtained by the Level of emotional maturity level of Urban of art group among Under Graduate Level were 54.80 and 5.40 respectively for pre-test. In order to find out whether there is a significant difference among the groups t-Test was used. The value of standard error and t-test obtained were 0.672 and 0.90 respectively. Level of significance is measure at 0.01 level and 98 d.f. The tabulated value of t at 0.01 level of significance is 2.63. The calculated of t is more than the tabulated value of t at 0.01 level of significance. The value obtained shows that there is significant difference between the pre-test scores of two areas i.e. Rural and Urban. Hence Hypothesis is rejected.

Findings- The following Findings were drawn from the present study:-

1. The first null hypothesis that "There will be no significant difference of emotional maturity level of science and arts students among Under Graduate Level" was accepted.

2. The second null hypothesis that "There will be no significant difference of emotional maturity level of Boys and Girls of science group among Under Graduate Level" was accepted.

3. The third hypothesis states, "There will be no significant difference of emotional maturity level of Rural and Urban of science group among Under Graduate Level" was accepted.

4. The fourth hypothesis states, "There will be no significant difference of emotional maturity level of Boys and Girls of art group among Under Graduate Level" was rejected.

5. This fifth hypothesis states, "There will be no significant difference of emotional maturity level of Rural and Urban of art group among Under Graduate Level" was rejected.

Educational Implications- On the basis of a single study it will not be justifiable to suggest some educational implications of the present study. However, on the basis of the findings of the study a few educational implications of the study may be indicated as follows:

1. Co-curricular activities related to the affective domain should also be incorporated in the curriculum which should be a compulsory part of the curriculum. Educationists, educational administrators and teachers must acquaint their student about the pros and cons of moral education and with the help of various mass media and modern means of communication the concepts of moral education should be published and popularized viz. news paper, radio, TV, films, etc. It would be more beneficial and effective if special programmes are launched to develop moral values among students and this is possible only through inclusion of special courses on moral education in the schools.

2. Value-oriented education in the light of moral education and moral awareness should be



provided. Students should be allowed to listen to teacher's and adults' moral judgements. Students should lead discussions in groups in which they will have a chance to grapple actively with moral issues. Teachers should engage the classes in a good deal of heated debate. He/she should try to leave much of the discussion to the students themselves, stepping in only to summarize, clarify, and sometimes present a view himself with encountering views which challenge their thinking and stimulate them to generate better arguments and formulate sound inferences.

3. Students will develop not because they are shaped through external reinforcements but because their curiosity, by participating in discussion, is aroused. They become interested in information that does not quite fit into their existing cognitive structures and are thereby motivated to revise their thinking and hence they should be provided with opportunities to develop their curiosity.

4. Teachers should attempt to match the reading level of a text with the student's level of reading skill. Moral and social education programmes should attempt to match the moral reasoning level of a text with the student's level of moral reasoning capacity. In order to create the context for cognitive growth, such texts should be selected that contain familiar and slightly more advanced moral reasoning.

5. The context-specific dilemmas, through story pull, familiarity, cooperative education and situation based learning, exert sufficient influence that may help students in demonstrating their social and emotional maturity.

6. It is proposed that a person who develops the capacity to reflect on emotional feedback and the consequences of their actions (knowing), to consider the needs of others (loving), and who is prepared to take responsibility in a situation (willing), is more likely to act-on-moral judgment.

7. Teachers' support for independent critical thinking will be reflected in the students' own nonconformist critical thinking. The two clearly share a strong emphasis on the importance of attending to one's understandings, principles, and personal sense of justice in making moral and personal decisions, rather than simply obeying external social dictates or egoistic impulses.

8. Teachers' ability to allow students' criticism and encourage the expression of independent opinions in the classroom. As such behavior might be difficulties and perhaps even threatening for many teachers, it appears that moral educators would do well to invest special efforts in teacher training, focusing on the encouragement of students' criticism. Such training may focus not only on the importance of criticism support, but also on the difficulties.

9. Students with personal inadequacies and who are maladjusted

in the college environment should be identified and recognized. Problem students require special attention. Special care should be given to students who isolate themselves from others. Regulated boosting of their ego may help them overcome the feeling of isolation. College activities should be designed in such a way that every student receives due attention and acclaim for creditable achievements.

10. Students who are poor academically and the students with special abilities should be identified and their problems should be diagnosed. By compensating for their shortcomings help them to cope with their inferiority complexes. For converting the aggressive and hostile feeling of maladjusted students the socially useful outlets for energy as that of athletic contest, painting, dramatics and stage plays will assist the aggressive students to overcome from the emotional imbalances.

Conclusion- In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Actually, emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. 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 who is able to break delay and to suffer without self-pity, might still be emotionally stunted and childish. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and 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.

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