



## Effects of Gender and Locality on Emotional Maturity

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**ABSTRACT:** *The effects of gender and locality on emotional maturity have been studied. The descriptive research method was used on 120 undergraduate students of University of Lucknow, Lucknow, for conducting Emotional maturity scale of Y. Singh and M. Bhargava (2010). The mean, S.D., 't'-test have been used for data analysis. The results of the study shown, that the levels of emotional maturity of undergraduate students of University of Lucknow are same regarding their gender and locality. But the rural male and female has significant difference at emotional maturity only. The rural areas girls possess less emotional maturity than the rural boys; this is due to the availability of less exposure to them than the boys. Thus, the parent should be much sensitive and caring toward emotionality for rural girls by providing equal opportunities. It means our education system should be such type, so that we can cultivate feelings of gender sensitivity in young generation.*

**Keywords:** *Emotional Maturity, Gender, Locality*

### I. INTRODUCTION

Emotional development is one of the major aspects of human growth and development. Emotions like fear, anger, love, affection, play important role in child personality. Intellectual social and moral development is also controlled by emotions and experiences. In the modern society neither individual are emotionally stable nor emotionally mature to handle their life in society. This emotional instability leads to anxiety and stress. In modern education system, for students there is no provision for emotional, moral, spiritual and social development of a student. Even the modern society and education today does not provide the curriculum and methods for the multidimensional growth of the personality. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotionally imbalance and maladjusted. This single sided development leads to formation of negative traits like anxiety, stress, tension, hatred and jealousy. These negative traits are the main reasons for the imbalances and non-adjustment with emotions of the person. Cole (1954) says, 'The chief index of emotional maturity is the ability to bear tension'. This view lays stress upon 'self-control' and not on 'self-fulfillment'.

According to Crow and Crow (1962), "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. Geoghagen *et.al.* (1963) says that a person is considered emotionally mature when his responses to a situation are (a) Appropriate to his degree of development and (b) Proportionate to the demands of situation. Walter and Smitson (1974) said, 'Emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra personally'. Sabapathy (1986) examined the relationship between the variables anxiety, emotional, social maturity, socioeconomic status and academic achievements of students. He found that emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular.

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Singh and Bhargava (1999) stated that 'Emotional maturity is not only the effect determinant of personality patterns but it also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, which is able to rock delay and to suffer without self-pity, might still be emotionally stunted and childish'. Performance in any Endeavour is largely contingent upon mental preparation, psychological strength and emotional maturity. Students are the pillars of the future generations their Emotional maturity is vital one. Emotional maturity is defined as, "A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally". Emotions are aroused by happenings or circumstances that enhance the gratification of a person need or the realization of high goal. Educational process of development occurs in physical, social, cultural and psychological environment. A proper and adequate environment is very much necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for learning experience. Home environment is giving appropriate atmosphere which is helpful in child's proper development and forming basic patterns of behavior. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self- concept and a scientific perception of the world as a whole.

Kaur (2001) conducted a study on a sample of 356 students of XI class. She found that there is positive significant correlation between general intelligence and emotional maturity. It was found that the students having high I.Q level have high emotional maturity and the vice-versa. It was also found that the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst. Shilpa (2012) has also done a study to examine the emotional maturity among adolescent based on gender differences. It was found from the study that emotional maturity among adolescents does not vary due to gender differences. In contrast to the above mentioned studies the following studies have found difference in emotional maturity of the respondents due to gender differences. Nehra (2014) in her study to know the relationship between adjustment and emotional maturity at secondary stage has revealed that there is no significant difference between the emotional maturity and no significant relationship between Adjustment and emotional maturity of boys and girls studying in class IX . the available study on emotional maturity realized the following need and future importance of the study.

#### **Need and importance of the study:**

Our education aims at all round development of the personality of the child. Education is meant for developing three domains i.e. cognitive, affective and conative. The education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop conative aspect which deals with motor skills. The affective aspect which deals with emotions, feelings and sentiments of the child is largely neglected by our Education. For the development of the child emotionally and socially mature, only formal education is not enough but informal education is also needed to child through his family and society. Emotional Maturity is said to be the foundation for leading happy and satisfied life. Undergraduate stage for students seems to be the formative stage. The specific needs for identifying these phenomena of Emotional Maturity as a natural and inevitable essential outcome of student growth and development rather than among pathological symptom. The Emotional maturity becomes important in the behavior of individuals. Also the home environment is considered to play vital role in developing Emotional Maturity. This motivates the Investigators to conduct a study on emotional maturity of undergraduate students to know the effect of their gender and locality. In future, we may change in curricular and co-curricular activities of undergraduate students keeping in mind their gender and locality, So that future generation may be more emotional mature to lead better life.

#### **Objectives Of The Study**

1. To find out difference of Emotional maturity between Male and Female undergraduate students.
2. To identify the difference of Emotional maturity between Urban and Rural undergraduate students.
3. To find out difference of Emotional maturity between Male and Female Urban undergraduate students.
4. To identify the difference of Emotional maturity between Male and Female Rural undergraduate students.
5. To find out difference of Emotional maturity between Urban and Rural Male undergraduate students.
6. To identify the difference of Emotional maturity between Urban and Rural Female undergraduate students.

**Hypotheses Of The Study**

1. **Ho1:** There is no significant difference between Emotional Maturity of Male and Female undergraduate students.
2. **Ho2:** There is no significant difference between Emotional Maturity of Urban and Rural undergraduate students.
3. **Ho3:** There is no significant difference between Emotional Maturity of Male and Female Urban undergraduate students.
4. **Ho4:** There is no significant difference between Emotional Maturity of Male and Female Rural undergraduate students.
5. **Ho5:** There is no significant difference between Emotional Maturity of Urban and Rural Male undergraduate students.
6. **Ho6:** There is no significant difference between Emotional Maturity of Urban and Rural Female undergraduate students.

**Delimitations of the study:**

The study was confined to the 120 undergraduate students studying in University of Lucknow, Lucknow. The study was conducted among students of Science Faculty only.

**Methodology:**

The descriptive research method was used for conducting this study. The research was carried out on 120 students out of all undergraduate students of University of Lucknow. In this study Emotional maturity of the respondents was assessed through Emotional Maturity Scale of Y. Singh and M. Bhargava (2010). The mean, S.D., 't'-test have been applied on data to get the results.

**II. ANALYSIS AND INTERPRETATION OF RESULTS:**

All analysis was made on the basis of hypothesis formulated objective wise.

**Analysis 1:** The analysis for hypothesis Ho1 “There is no significant difference between Emotional Maturity of Male and Female undergraduate students” was done to find out difference of emotional maturity between male and female undergraduate students. The emotional maturity scores of 60 male and 60 female undergraduate students is presented in table-1.

**Table -1** Analysis of Emotional Maturity between Male and Female Undergraduate Students

Emotional Maturity	Group	N	Mean	Standard deviation	t value
	Male	60	87.05	16.91	1.327
	Female	60	83.00	16.55	

As shown by table- 1, the means values of male and female emotional maturity scores are 87.05 and 83.00 respectively. The slandered deviation for male and female were 16.91 and 16.55 respectively. And the calculated “t” value is 1.327. This shows that the hypothesis Ho1 is accepted at 0.01 level of significance. It means, male and female undergraduate students have equal levels on emotional maturity. The same result has been found in Singh, R. (2012) that there is no significant difference between male and female senior secondary school students in relation to emotional maturity. Subbarayan, K. and Visvanathan, G. (2011) also predicted the same results.

**Analysis 2:** For the identification of difference between emotional maturity of urban and rural undergraduate students hypothesis Ho2 has been verified by statistical analysis. The obtained values of means, standard deviation and “t” for emotional maturity of urban and rural under graduate students have been presents in table-

**Table-2**

Analysis of Emotional Maturity between Urban and Rural Undergraduate Students

Emotional Maturity	Group	N	Mean	Standard deviation	t value
	Urban	77	85.62	20.70	0.292
	Rural	43	84.58	17.54	

The above table-2 indicate that the 77 urban undergraduate students have mean and standard deviation values 85.62 and 20.70 respectively, while 43 rural students have mean and standard value 84.58 and 17.54 respectively on emotional maturity scale. The calculated “t” value is 0.292. The obtained “t” value less than the critical value even at 0.05 level of significance. It means that there is no significant difference between emotional maturity of urban and rural undergraduate students. Thus, the hypothesis Ho2 is accepted. This result is also supported by the Singh R. (2013) study, which stated that there is no significant difference between emotional maturity of rural and urban senior secondary school students.

**Analysis 3:** The third analysis was done for the hypothesis Ho3, to find out the difference on emotional maturity between male and female urban undergraduate students. The obtained statistical values for both the groups have been presented in table-3.

**Table-3**

Analysis of Emotional Maturity between Male and Female Urban Undergraduate Students

Emotional Maturity	Group	N	Mean	Standard deviation	t value
	Urban male	35	85.57	16.05	
	Urban female	42	85.66	17.74	

The above table shows that the mean and standard deviation values for 35 urban male students are 85.57 and 16.05 respectively. The mean and standard deviation values for 42 urban female students are 85.66 and 17.74 respectively. The calculated “t” value is 0.233, which is very low than the critical value at 0.05 level of significance. It means that there is no significance difference between urban male and female on emotional maturity. Therefore the null hypothesis Ho3 is accepted.

**Analysis 4:** To know the result for the hypothesis Ho4, the data has been analysed to identify the difference of emotional maturity between male and female rural undergraduate students. The results of the analysis have been presented in table -4.

**Table- 4**

Analysis of Emotional Maturity between Male and Female Rural Undergraduate Students

Emotional Maturity	Group	N	Mean	Standard deviation	t value
	Male Rural	25	89.00	17.43	
	Female Rural	18	78.49	15.80	

The above Table-4 shows that the mean and standard deviation values for 25 male rural undergraduate students are 89.00 and 17.43, respectively. The mean and standard deviation values for 18 female rural undergraduate students are 78.49 and 15.80, respectively. The obtained “t” value is 5.026. The calculated “t” value is higher than the critical values at significance level 0.01. It means that there is significant difference between emotional maturity of rural male and rural female undergraduate students. Thus the null hypothesis Ho4 is accepted.

### III. ANALYSIS

The fifth analysis was done for the hypothesis Ho5, to find out the difference on emotional maturity between urban and rural male undergraduate students. The obtained statistical values for both the groups have been presented in table-5.

**Table-5**

Analysis of Emotional Maturity between Urban and Rural Male Undergraduate Students

Emotional Maturity	Group	N	Mean	Standard deviation	t value
	Urban Male	35	85.57	16.05	
	Rural Male	25	89.00	17.43	

The above table shows that the mean and standard deviation values for 35 urban male students are 85.57 and 16.05 respectively. The mean and standard deviation values for 25rural male students are 89.00 and 17.43 respectively. The calculated “t” value is 0.78, which is low than the critical value at 0.05 level of

significance. It means that there is no significance difference between urban and rural male on emotional maturity. Therefore the null hypothesis Ho5 is accepted.

**Analysis-6**

To know the result for the hypothesis Ho6, the data has been analysed to identify the difference of emotional maturity between urban and rural female undergraduate students. The results of the analysis have been presented in table -6.

**Table- 6**  
Analysis of Emotional Maturity between Urban and Rural Female Undergraduate Students

Emotional Maturity	Group	N	Mean	Standard deviation	t value
	Urban Female	42	85.66	17.74	1.55
	Rural Female	18	78.49	15.80	

The above Table-6 shows that the mean and standard deviation values for 42 urban female undergraduate students are 85.66 and 17.74, respectively. The mean and standard deviation values for 18 female rural undergraduate students are 78.49 and 15.80, respectively. The obtained “t” value is 1.55. The calculated “t” value is slightly lower than the critical values at significance level 0.01. It means that there is no significant difference between emotional maturity of urban and rural female undergraduate students. Thus the null hypothesis Ho6 is accepted.

**IV. CONCLUSION**

The results clearly indicate that there is no significant difference in emotional maturity of undergraduate students of University of Lucknow regarding gender and locality. Urban male and female also showed equal levels at emotional maturity but rural male and female showed significant difference at emotional maturity. The male of urban and rural have same level of emotional maturity. The emotional maturity of male rural is higher than the female rural, this is because of the Emotional Maturity of rural girls is generally exhibited in the form of withdrawal behavior. This issue should be seen as urgent and taken care of, although female score higher than the rural female, this difference may be due to extraneous variables but not considerable at the level of emotional maturity.

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