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M Vinitha

MEd IInd Year, G.E.T. College of Education, Vidyasankara Puram Village, Paradarami Post, Gudiyattam Taluk, Vellore District, Tamil Nadu, India

Dr. AC Lal Kumar

Assistant Professor for M.Ed., G.E.T. College of Education, Vidyasankara Puram Village, Paradarami Post, Gudiyattam Taluk, Vellore District, Tamil Nadu, India

A study of emotional maturity of graduate students in Vellore district

M Vinitha and Dr. AC Lal Kumar

Abstract

The purpose of this study was to investigate emotional maturity of graduate students. The sample for the study composed of 300 graduate students selected random from Government, Aided and Private graduate students of Vellore district. The investigator has used descriptive survey method. Descriptive analysis and differential analysis had been utilized for this study. Null hypothesis were framed and tested by the researcher. Emotional maturity scale developed and validated by Km. Roma Pal was adopted for the study. This tool consists of 40 questions on emotional maturity with Likert scale. It was hypothesized that there is no significant difference between the groups of different types of variables, such as gender, locality of college, type of management, group studied, religion, parental occupation, UG studied and year of study. T-test was used to analyze the data collected from the sample. The findings of the study are there is no significant difference between sub samples of gender, locality of college, type of management, group studied, religion, parental occupation, UG studied and year of study of graduate students towards emotional maturity.

Keywords: Emotional maturity, graduate students, Vellore district, null hypothesis

Introduction

Emotional maturity

Education is a process of enlightenment and empowerment for the attainment of a better and higher quality of life. 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 humane life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. Emotional Maturity is the process of impulse control through the agency of 'self'. It is a process of readjustment, which is patterned in accordance with the approved expression and repression in their cultures. Arther J. Jersild, emotional maturity means the degree to which the 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 to feel sorrow at the time of grief to show anger when thwarted and to show fear when there is occasion to be frightened without wearing any false mask.

Need and Importance of the Study

Students are the backbone of the educational process. Education is a process and acts also as an instrument to bring out the innate behaviour of the individual. The destiny of a nation lies in its classrooms. The strength of our nation depends on the teacher's ability to rear well-educated, responsible, well-adjusted youth who will step forward when the adult generation passes on to retirement. The students of today are the youths of tomorrow and future citizens of the country, therefore it is the responsibility of teachers, society and government to see that they are physically, mentally, emotionally and educationally healthy. The needful steps taken at this period ensures a healthy democracy in the country. It is believed that the graduate students stage have got significant role in one's life. It is a period many questions may arise in their mind about their future. The development of the self-dependence among graduate students at this stage depend many reasons such as family, socio-economic status, mental health, school environment, emotional state, adjustment with course, teachers,

Correspondence

M Vinitha

MEd IInd Year, G.E.T. College of Education, Vidyasankara Puram Village, Paradarami Post, Gudiyattam Taluk, Vellore District, Tamil Nadu, India

students and so on. The investigator was interested in knowing the graduate students emotional maturity of the students. The findings of the present study will give fruitful result for the development of the graduate students in their future Perspective. Hence, the present study has high need and importance of the hour.

Statement of the Problem

The problem taken up by the investigator is stated as “A Study of Emotional Maturity of Graduate Students in Vellore District”.

Sample

A stratified random sampling technique was adopted for the selection of samples. 310 graduate students was taken as sample for the study. The graduate students selected for this study is divided in to government, private and aided.

Tool Used In the Present Study

Emotional maturity scale (EMS) was used for measuring the Emotional Maturity as part of decision making process which was developed by Km. Roma Pal. The scoring procedure is very simple. 5 score is to be given to the statement of strongly agree, 4 to agree, 3 to moderate, 2 to disagree and 1 to strongly disagree of each of the items of the scale.

Data Analysis and Interpretation

The next steps in process of research, after the collection dates, are the organization, analysis and interpretation of data and formulation of conclusions and generalizations to get a meaningful picture out of the new information collected. The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to be derived from the data. The total score of emotional maturity of graduate students was taken to find out the significance by each sub samples as well as total sample of the study. In the present study, the highest total score secured by a graduate students was 200 and lowest was 40.

Objectives

- 1) To find out if there exists any significant difference between male and female graduate students with respect to their emotional maturity.
- 2) To find out if there exists any significant difference between rural and urban graduate students with respect to their emotional maturity.

- 3) To find out if there exists any significant difference between sub samples of type of management of graduate students with respect to their emotional maturity.
- 4) To find out if there exists any significant difference between arts and science with respect to their emotional maturity.
- 5) To find out if there exists any significant difference between sub samples of religion of graduate students with respect to their emotional maturity.
- 6) To find out if there exists any significant difference between employed and unemployed with respect to their emotional maturity.
- 7) To find out if there exists any significant difference between sub samples of UG degree of graduate students with respect to their emotional maturity.
- 8) To find out if there exists any significant difference between sub samples of year of study of graduate students with respect to their emotional maturity.

Hypotheses

- 1) There is no significant difference between male and female graduate students with respect to their emotional maturity.
- 2) There is no significant difference between rural and urban graduate students with respect to their emotional maturity.
- 3) There is no significant difference between sub samples of type of management of graduate students with respect to their emotional maturity.
- 4) There is no significant difference between arts and science graduate students with respect to their emotional maturity.
- 5) There is no significant difference between sub samples of religion of graduate students with respect to their emotional maturity.
- 6) There is no significant difference between employed and unemployed with respect to their emotional maturity.
- 7) There is no significant difference between sub samples of UG degree of graduate students with respect to their emotional maturity.
- 8) There is no significant difference between sub samples of year of study of graduate students with respect to their emotional maturity.

Differential Analysis for Emotional Maturity Scores of Graduate Students Gender and Emotional maturity

Table 1: Significance difference between male and female graduate students in their emotional maturity

Gender	N	Mean	SD	't' Value	Level of Significance
Male	172	124.61	47.54	0.163	NS
Female	128	123.71	46.63		

It is evident from Table 1, the calculated 't' value is 0.163, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found

between male and female graduate students with respect to their emotional maturity.

Locality of College and Emotional maturity

Table 2: Significance difference between rural and urban graduate students in their emotional maturity

Locality of College	N	Mean	SD	't' Value	Level of Significance
Rural	134	121.27	46.27	0.977	NS
Urban	166	126.62	47.38		

It is evident from Table 2, the calculated 't' value is 0.977, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found

between rural and urban graduate students with respect to their emotional maturity.

Type of Management and Emotional maturity

Table 3: Significance difference between type of management graduate students in their emotional maturity

Type of Management	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	2.40	1.200	2	0.001	NS
Within Groups	662929.26	2232.08	297		
Total	662931.66		259		

It is evident from the Table 3 the calculated 'F' value is 0.001, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant

difference among sub samples of type of management with respect to their emotional maturity.

Course Studied and Emotional maturity

Table 4: Significance difference between arts and science graduate students in their emotional maturity

Course Studied	N	Mean	SD	't' Value	Level of Significance
Arts	120	125.43	45.53	0.360	NS
Science	180	123.43	48.20		

It is evident from Table 4, the calculated 't' value 0.360, which is significant at 0.05 level. Hence, the framed null hypothesis was rejected and research hypothesis is accepted. It is inferred that there is a significant difference found

between arts and science graduate students with respect to their emotional maturity.

Religion and Emotional maturity

Table 5: Significance difference between religion graduate students in their emotional maturity

Religion	Sum of squares	Mean Squares	Df	'F' Value	Level of Significance
Between Groups	2070.70	1035.35	2	0.465	NS
Within Groups	660860.96	2225.12	297		
Total	662931.66		299		

It is evident from the Table 5, the calculated 'F' value is 0.465, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant

difference among sub samples of religion with respect to their emotional maturity.

Parental Occupation and Emotional maturity

Table 6: Significance difference between employed and unemployed graduate students in their emotional maturity

Parental Occupation	N	Mean	SD	't' Value	Level of Significance
Employed	140	126.70	45.63	0.848	NS
Unemployed	160	122.07	48.35		

It is evident from Table 6, the calculated 't' value 0.848, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is no a significant difference found

between parental occupation employed and unemployed with respect to their emotional maturity.

UG Degree and Emotional maturity

Table 7: Significance difference between ug degree graduate students in their emotional maturity

UG degree	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	2497.32	1248.66	2	0.562	NS
Within Groups	660434.34	2223.68	297		
Total	662931.66		299		

It is evident from the Table 7 the calculated 'F' value is 0.562, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant

difference among sub samples of UG degree with respect to their emotional maturity.

Year of Study and Emotional maturity

Table 8: Significance difference between years of study graduate students in their emotional maturity

Year of study	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	4066.28	2033.14	2	0.916	NS
Within Groups	658865.38	2218.40	297		
Total	662931.66		299		

It is evident from the Table 8, the calculated 'F' value is 0.916 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of year of study with respect to their emotional maturity.

Major findings of the study

- 1 It is inferred that there is no significant difference found between male and female graduate students with respect to their emotional maturity.
- 2 It is inferred that there is no significant difference found between rural and urban graduate students with respect to their emotional maturity.
- 3 It is inferred that there is no significant difference among sub samples of type of management with respect to their emotional maturity.
- 4 It is inferred that there is a significant difference found between arts and science graduate students with respect to their emotional maturity
- 5 It is inferred that there is no significant difference among sub samples of religion with respect to their emotional maturity.
- 6 It is inferred that there is no a significant difference found between parental occupation employed and unemployed with respect to their emotional maturity
- 7 It is inferred that there is no significant difference among sub samples of UG degree with respect to their emotional maturity.
- 8 It is inferred that there is no significant difference among sub samples of year of study with respect to their emotional maturity.

Educational Implications

The findings presented in the study provide numerous educational implications that may be useful for teacher, teacher educators, psychologists, educational planners, policy makers and schools. The pivotal role of students in nation building is universally recognized. Students pave the way for enlightened society. So, effective students do it effectively.

Emotional maturity is essential for professional identity. It allows teachers to tolerate stressful situations of life and help in adjustment. Besides subject mastery, student's emotional competency, sensitivity and maturity develop the learning of the learner. College environment and home environment always play major role in developing emotional maturity of students. College should pay special attention to provide healthy atmosphere in the school by providing better environment, salary, housing facility, medical facility etc. The study is a useful guide for the promising and the aspiring students. His way of teaching shouldn't be monotonous and should seek active participation of the pupils in the class.

Suggestions for the Further Research

The following suggestions are given for further research

1. A similar study involving the higher secondary students of other Districts of Tamil nadu may be undertaken.
2. A similar study involving the students belonging to the other students may be taken up.
3. A similar study involving other psychological variables may be studied.

4. The present study could be undertaken at various states in India.

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