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## **A Study of Emotional Maturity in undergraduate students of working and non- working mothers**

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### **Abstract**

*Emotional Maturity in undergraduate students of working and non- working mothers have been studied. Descriptive research method was used, sample size was 200 undergraduate students of working and 200 undergraduate students of non- working mothers studying in Lucknow district. Emotional Maturity scale of Y. Singh and M. Bhargava (1999) was used. The mean, S.D., C.R. value have been used for data analysis. Results found were, the levels of Emotional Maturity of undergraduate students of working mothers are higher than the students of non-working mothers, the difference between students of working and non-working mothers are considerable, regarding Emotional Maturity.*

**Keywords:** *Emotional Maturity, Undergraduate students, Working mothers, Non-working mothers, Emotional stability, Emotional progression, Social adjustment, Personality integration and Independence.*

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**1. Introduction:** Emotional Maturity is one of the person's development stages in life and is considered an essential step in achieving the success and happiness along with the achieving the physical, mental and social maturity. If the person has a positive attitude about his surrounding environment and avoid from the negative thoughts, he can control his emotions and feelings better, and this helps him improve his social relationships. A person who has reached the full emotional growth, is able to make a true relationship with others in social life and also obtain the ability of responsibility acceptance against himself and others, and will be successful in interaction with others. Person is not egoist and self-oriented and is able to adapt his surrounding environment conditions and have enjoyment capacity, also that person is heterosexual fond, have understanding of others behavior, acceptance of others attitudes and habits. One who has not reached the emotional maturity always needs love and attention and hides his weakness, he is a vulnerable person and cannot forgive and has not Stable behaviour and is irritable.

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 behavior 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 program is to help the learner to gain emotional maturity.

During adolescence one gets excited very soon. 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 ambitions 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 have more positive than negative attitude towards life. 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'. Dosanjh (1956) says, 'Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies'. Good (1981) has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain.

### **1.1 Review of literature:**

**Rai, D. and Khanam, Y.K. (2017)** conducted study in India and found that the majority (72.95%) of college students were having normal range in emotional intelligence, followed by 18.03% of students who are having low range in emotional intelligence. Only 9.02% of college students were having high range in emotional intelligence. Majority (76.23%) of college students were extremely unstable in emotional maturity, followed by 19.67% of students who are unstable in emotional maturity. A least number of college students were moderately stable and extremely stable in emotional maturity, 2.46% and 1.64% respectively. Majority (86.89%) of college students were average achievers and 9.84% of them were high achievers. Only 3.28% of students were low achievers.

**Rosa, M. C. and Preethi, C. (2012)** conducted study on academic stress and emotional maturity among higher secondary school students of working and non-working mothers. The main purpose of the study was to find out the academic stress of higher secondary school students of working and non-working mothers and to find out the emotional maturity of higher secondary school students of working and non-working mothers. 240 students were selected for this study. Emotional maturity scale is presented by Yashvir Singh and Mahesh, academic stress scale by Preethi. C and Rosa M.C. were used for data collection. The result shows that emotional maturity of children of non-working mothers is less than the children of working mothers.

**Judith, (2008)** stated in his study that different type of family systems has impact over the emotional maturity of the youngsters. Family system also affects the level of emotional independence and social adjustments among the youngsters.

**Muley, P. and Vasekar, (2003)** studied the emotional maturity of school going children of slum and urban areas and the factors influencing emotional maturity. The sample consists of 120 children, of which 60 were from slum and 60 from urban areas. They found that the slum children differ in their emotional maturity from the urban children. Significant positive relationship was found between urban children's emotional maturity and their academic performance, size and type of family, parenting, education and employment of parents while no significant correlation was found between slum children's emotional maturity and their background variables.

**Gakhar, S.C. (2003)** conducted a study on a sample of 200 students of secondary stage, the study revealed that there is insignificant difference in the emotional maturity of children of working and non-working mothers.

**1.2 Scope of the study:** In modern age of competition, all parents are worried about emotional status of their children, and it is well known by all that emotional maturity is vital for facing stress and performing better in academics. It is a fact that literacy rate and employment rate of women is increasing and mother is a prime caretaker of student, and her working status influences emotional maturity of student so it must be analyzed for betterment of society. No similar work was found conducted in Lucknow so researcher decided to assess emotional maturity in undergraduate students of Lucknow district in reference to working and non-workings mothers, and also made an effort to find out dimension wise emotional maturity in undergraduate students of working mothers and non-working mother.

### **1.3 Objectives of study:**

1. To find out Emotional Maturity in undergraduate students of working mothers.
2. To find out Emotional Maturity in undergraduate students of Non-working mothers.
3. To find out dimension wise Emotional Maturity in undergraduate students of working mothers.
4. To find out dimension wise Emotional Maturity in undergraduate students of Non-working mothers.
5. To compare the Emotional Maturity in undergraduate students of working and Non-working mothers.

### **1.4 Hypotheses of study:**

1. Ho1: There is same level of Emotional Maturity in undergraduate students of working mothers.
2. Ho2: There is same level of Emotional Maturity in undergraduate students of non-working mothers.

3. Ho3: There is same level in dimension wise Emotional Maturity in undergraduate students of working mothers.
4. Ho4: There is same level in dimension wise Emotional Maturity in undergraduate students of non-working mothers.
5. Ho5: There is no significant difference in Emotional Maturity in undergraduate students of working and non-working mothers.

### 1.5 Delimitations of study:

1. The study was confined to Lucknow district only.
2. In this study only undergraduate students of working and non -working mothers were taken.
3. In this study only government and aided institute, affiliated to Lucknow University were taken for sample.

**1.6 Methodology:** The descriptive research method was used for conducting this study. The research was carried out on 400 students out of all undergraduate students of Lucknow district. In this study Emotional Maturity of the respondents was assessed through Emotional maturity scale Y. Singh and M. Bhargava (1999). The mean, S.D., C.R.value have been applied on data to get the results.

### 2. 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 same level of Emotional Maturity in undergraduate students of working mothers” was done to find out the Emotional Maturity in undergraduate students of working mothers. Emotional Maturity scores of 200 undergraduate students of working mothers is presented in table1.

Table -1 Analysis of Emotional Maturity in undergraduate students of working mothers.

Category	Above Emotionally Mature		Emotionally Mature		Below Emotionally Mature		Total no.
	N	%	N	%	N	%	
Undergraduate students of working mothers	8	4	164	82	28	14	N=200
							200

Above table shows that 82% undergraduate students of working mothers were having average emotional maturity. 4% undergraduate students of working mothers were having above average emotional maturity. Whereas only 14% undergraduate students of working mothers of them were having below average emotional maturity.

Bar diagram no. 1

Emotional Maturity in undergraduate students of working mothers

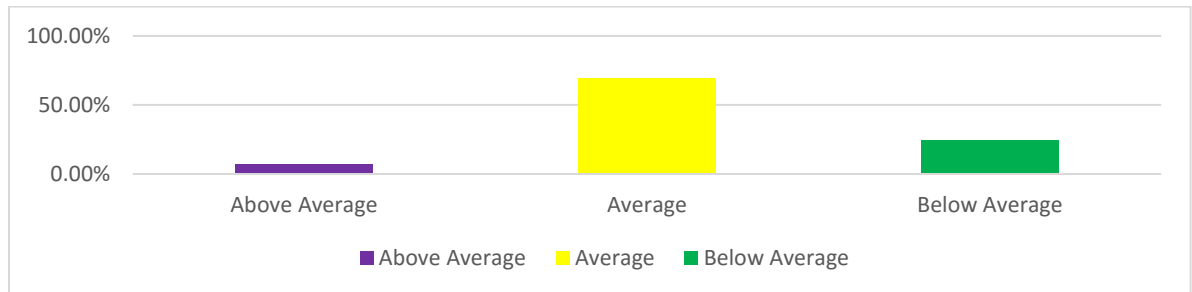
**Analysis 2:** The analysis for hypothesis Ho2 “There is same level of Emotional Maturity in undergraduate students of non- working mothers” was done to find out the Emotional Maturity in under graduate students of non-working mothers. Emotional Maturity scores of 200 under graduate students of non-working mothers is presented in table2.

Table -2 Analysis of undergraduate Emotional Maturity students of non-working mothers.

Category	Above Emotionally Mature		Emotionally Mature		Below Emotionally Mature		Total no.
	N	%	N	%	N	%	
Undergraduate students of non-working mothers	14	7	138	69	48	24	N=200 200

Analysis of data-Above table shows that 69% undergraduate students of non-working mothers were having average emotional maturity. 7% undergraduate students of non-working mothers were having above average emotional maturity. Whereas only 24% undergraduate students of non-working mothers of them were having below average emotional maturity.

Bar diagram no. 2  
Emotional Maturity in undergraduate students of non-working mothers



**Analysis 3:** The analysis for hypothesis Ho3 “There is same level in dimension wise Emotional Maturity in undergraduate students of working mothers.” was done to find out dimension wise Emotional Maturity in under graduate students of working mothers. Dimension wise Emotional Maturity scores of 200 under graduate students of working mothers is presented in table3.

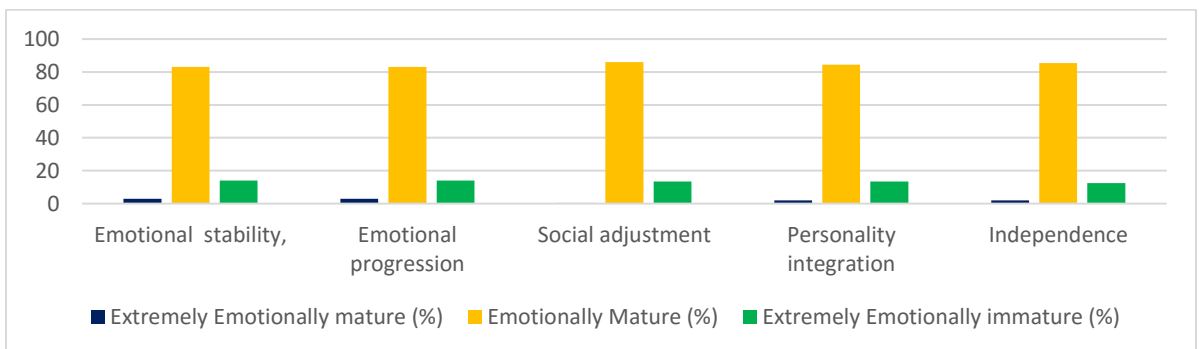
Table -3 Analysis of dimension wise Emotional Maturity in undergraduate student of Working mothers.

Dimension (N=200)	Above Emotionally mature (%)	Emotionally Mature (%)	Below Emotionally Mature (%)
Emotional stability	3	83	14
Emotional progression	3	83	14
Social adjustment	0.5	86	13.5
Personality integration	2	84.5	13.5
Independence	2	85.5	12.5

Analysis of data- above table number 3 shows the dimensions of 200 students in terms of percentage, using Emotional maturity scale. . Percentage of undergraduate students are distributed in above average, average and below average, Regarding Emotional stability it is 3%, 83% and 14% respectively, concerning Emotional progression it is 3%, 83% and 14%, for Social adjustment it is 0.5%, 86% and 13.5%, for Personality integration it is 2%, 84.5% and 13.5%, for Independence it is 2%, 85.5% and 12.5%.

Bar diagram no.3

Dimensions of Emotional maturity in undergraduate students of working mothers



**Analysis 4:** The analysis for hypothesis Ho4 “There is same level in dimension wise Emotional Maturity among the undergraduate students of non-working mothers.” was done to find out dimension wise Emotional Maturity of under graduate students of non-working mothers. The dimension wise Emotional Maturity scores of 200 under graduate students of non-working mothers is presented in table 3.

Table -4 Analysis of dimension wise Emotional Maturity of undergraduate students of non-working mothers.

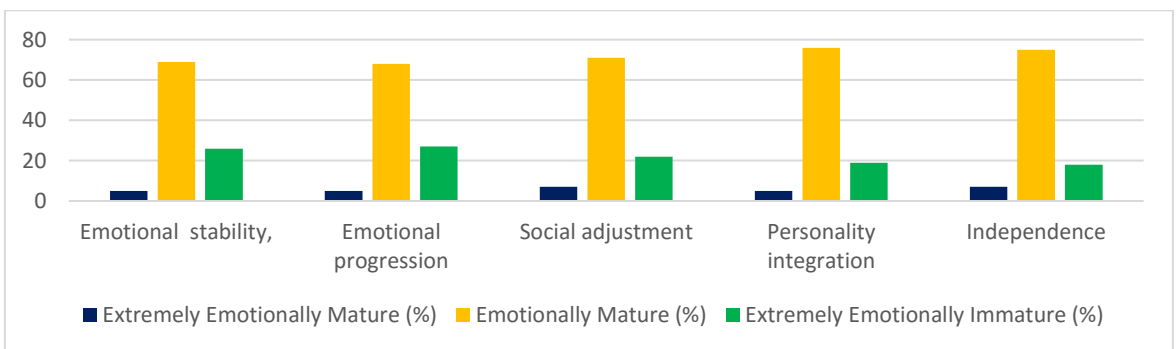
Dimension (N=200)	Above Emotionally Mature (%)	Emotionally Mature (%)	Below Emotionally Mature (%)
Emotional stability	5	69	26
Emotional progression	5	68	27
Social adjustment	7	71	22

Personality integration	5	76	19
Independence	7	75	18

Analysis of data- above table number 4 shows the dimensions of 200 students in terms of percentage, using Emotional maturity scale. . Percentage of undergraduate students of non-working mothers are distributed in above average, average and below average, Regarding Emotional stability it is 5%, 69% and 26% respectively, concerning Emotional progression it is 5%, 68% and 27%, for Social adjustment it is 7%, 71% and 22%, for Personality integration it is 5%, 76% and 19%, for Independence it is 7%, 75% and 18 %.

Bar diagram no. 4

Dimensions of Emotional maturity in undergraduate students of non-working mothers



**Analysis 5:** The analysis for hypothesis Ho5 “There is no significant difference in Emotional Maturity in undergraduate students of working and non-working mothers.” was done to compare the Emotional Maturity in undergraduate students of working and Non-working mothers. This is interpreted by critical ratio (CR). Analysis of this is shown in table number 5.

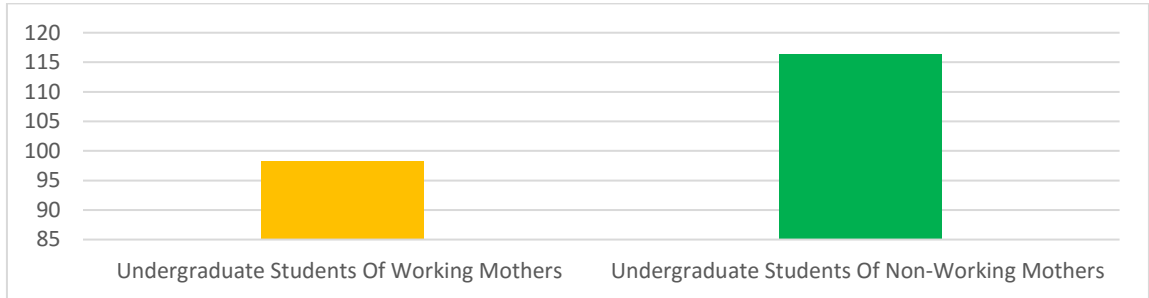
Table -5 Mean, S.D. & C.R. of Emotional Maturity in undergraduate students of working and Non-working mothers.

Emotional maturity	N	Mean	S. D.	C.R. Value	Level of significance df=398
undergraduate students of working mother	200	98.28	43.67	3.83	significant at 0.05 level
undergraduate students of non-working mother	200	116.39	50.62		

In above table no.5 it is indicates that the, mean score of Emotional maturity among undergraduate students of working mother is 98.28 with S.D. 43.67. The mean score of Emotional maturity among undergraduate students of non-working mother is 116.39 with S.D. 50.62. The CR value comes out to be 3.83 which is significant at 0.05 level of significance at df (398).

Bar diagram no.5

Mean values of undergraduate students of working and Non-working mothers regarding Emotional Maturity



### 3. Conclusions

The results from this study concludes that the emotional maturity in undergraduate students of working mothers is higher than that of students of non-working mothers. Dimension of Emotional stability, Emotional progression, Social adjustment, Personality integration and Independence were found higher in students of working mothers. The difference between students of working and non-working mothers are considerable, regarding emotional maturity.

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