



Study Of The Relationship Between Level Of Emotional Maturity And Ordinal Positions Among Undergraduate Students

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CHAPTER I

Emotional maturity in simple terms is the ability of an individual to regulate their emotions and exhibit maturity in psycho-social settings. When looking at the definitions by different psychologists, many people have defined maturity in different ways. Sigmund Freud and Franz Alexander have emphasized the development of maturity as "it is from the parasitic dependence of the fetus to the relative independence of parent, with parental capacity for responsibility for spouse and child." This definition suggests that parental influences have a role on the development of maturity. In which case, parental expectations and interactions with parents are two important elements of parental influences. This leads to a hypothesis that there must exist a difference in emotional maturity on the basis of ordinal positions and also in the case of individuals without siblings. Emotional Independence is also an element of emotional maturity (Singh & Bhargava, 1997). It is the tendency of an individual to be self-reliant and show confidence and ability to make his/her own decisions. The person is not dependent on others in a parasitic way and also shows resistance for the same.

Kaplan and Baron elaborate the characteristics of an emotionally mature person, they say that the individual will have the capacity to be patient and tolerate delay in their satisfaction. They believe in long term planning and effectively adjust themselves with new situations, members in family, peers in schools, colleagues at workplace, society and culture. This doesn't express emotional maturity fully. The individual's capacity to enjoy during all this also comes under emotional maturity. This definition brings into light the other five elements of emotional maturity:

1. Emotional Stability
2. Emotional progression
3. Social adjustment
4. Personality integration
5. Independence

Emotional Stability

Emotional stability is the characteristic or tendency of a person to not react excessively or deficiently to a situation. It refers to the person acting according to the need of the situation and managing their emotions. However emotional instability refers to unreliable responding that has a tendency to change quickly. It also includes exhibition of irritability, stubbornness, temper tantrums, the lack of capacity to dispose problems and to get help to solve everyday problems. Emotional Stability accounts for a high correlation (0.75) with the overall result from the scale (Singh & Bhargava, 1997).

Emotional Progression

This element refers to the characteristic of a person to experience growth in the vitality of his/her emotions in relation to their environment. It also refers to the person having a positive thinking imbued with righteousness and contentment. Emotional regression on the other hand refers to experiencing feelings of inferiority, restlessness, hostility, aggression and self-centeredness. While emotional progression is correlated with the total value of the scale, emotional regression has high correlation when looking from the inter-correlational matrix. It has high intercorrelation with personality disintegration and lack of independence. It has low intercorrelation with the other two factors, emotional instability and social maladjustment.

Social adjustment

Social Adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain a desirable relationship with the environment. It refers to the person maintaining a harmonious relationship with the social world.

Personality integration

Personality Integration is the process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies, resulting in harmonious coaction and de-escalation of the inner conflict in the undaunted expression of behaviour. Disintegration of personality refers to the symptoms like phobia formation, rationalization and pessimism. These types of behaviours are also known to lead to neuroticism.

Independence

Independence shows how much a person can rely on oneself and the individual's ability to do or perform their personal requirements by themselves without depending on others. The level of desiring to become an independent individual may vary from person to person. Some focus on becoming financially independent, some might view living independent as being able to live alone. This capacity to be independent grows in person as they mature, thus the variable independence helps measure emotional maturity.

Thus, emotional maturity includes five major elements that need to be constituted to find the value of emotional maturity of an individual. The research study measures emotional maturity using a self-report questionnaire as the tool among college students and makes comparisons in gender, geographic location and ordinal positions.

An individual's place or rank or birth order within their family is termed as Ordinal Position. The ordinal position of an individual influences one's psychological development, thereby influencing the level of emotional maturity in a person. A brief description of ordinal position and its influence are stated below:

1. In first born individuals, a mature behavior is seen as a result of greater association with adults and also because they are expected to assume responsibilities.
2. Middle born individuals are independent and adventuresome as a result of greater freedom. They also tend to be resentful.

3. Last born individuals tend to be willful and demanding as a result of less strict discipline and spoiling by family members.
4. Only children have higher independence and ambitions and their characteristics is a mixture of first born and last born.

CHAPTER II

Review of Literature

1. ***Emotional maturity and self-efficacy:*** A comparative study by Altaf Hussain Ganie and Maria Mahreen (2020) between genders was conducted in Kashmir with a sample of 200, 100 males; 100 females. The aim is to find correlation between emotional maturity and self-efficacy and they found that they were negatively correlation.
2. ***Emotional Maturity in Women:*** Prof. Dr. Jayendra A. Jarsaniya (2015) conducted this study and it was published in The International Journal of Indian Psychology. The study focused in comparing emotional maturity in men and women with 40 working women and 40 non-working women from 24 to 48 years. They concluded that there is a difference in emotional maturity among working and non-working women.
3. ***A Study On Higher Secondary Students' Emotional Maturity And Achievement In Economics In Tirunelveli District:*** It was a study done by M.Rajakumar and Dr.M.Soundararajan (2012) with a sample of 1060 higher secondary students. This study focuses on Emotional Maturity and Achievement of higher secondary students in Economics. This study was performed using normative survey method and the result stated that, for better performance in Economics and emotional maturity, the parents should put in efforts to help.
4. ***Career maturity:*** A study was conducted by Cheng Cheng et.al (2016). It focused on the career maturity, the attributes that contributed to it and future perspective. The population was a group of undergraduate nursing students and there were 431 participants and the results stated that the career maturity was moderate among nursing graduates. It also recognized three attributes, academic achievement, future efficacy and future purpose consciousness to account for 37.6% of career maturity.
5. ***Maturity Gap:*** A research was conducted by Grace Icenogle et.al.,(2019) and published in June, 2019 on maturity gap between two different aspects in adolescents. The two aspects were cognitive capacity and psychosocial maturity and the study was done for legal purposes, the study included a huge sample of approximately 5200 adolescents across 11 countries from a population of individuals aged 10 to 30. The study found that there did exist a maturity gap between the two aspects and that cognitive capacity reached adult levels of maturity at age 16 while psychosocial maturity another six years to reach adult maturity. Thus, it helped legal systems reach a decision where different age limits were set for juveniles in matters that varied in the two aspects.
6. ***Correlating between Emotional maturity and Adult Learning:*** A study was conducted by Vidya Bhagat, et.al (2016) on emotional maturity and adult learning. It was published in October, 2016 and the population were medical students. The sample included pre-med students of years I and II from the UNISZA (University Sultan Zainal Abidin). A self-report questionnaire was used to collect information from the participants who were sampled in convenient sampling method. The results

showed that there was a significant correlation between the two variables and thus emotional maturity influenced adult learning.

7. ***Emotional maturity among adolescents and its importance:*** A study conducted by Mridula C. Jobson (2020) was published in Indian journal of Mental Health. This study was executed with 100 participants including 53 girls and 47 boys with the age group of 17 and 18. The results shows that family environment plays a massive role in emotional maturity in adolescents.
8. ***A comparative study focuses on Emotional maturity differentials among sports and non-sports university students:*** This study was conducted by Dalwinder Singh, Simerjeet kaur and Gaurav Dureja (2012), published on the Journal of physical education and sports Management. The data was collected via Emotional Maturity questionnaire to two hundred (N = 200) male and female subjects. They concluded that there is no significant difference of Emotional maturity among sports persons and a significant difference in Emotional maturity among non-sports persons.
9. ***Emotional Maturity in undergraduate students of working and non- working mothers:*** Sunilima and Dr. Arun Kumar conducted a study on Emotional Maturity in undergraduate students of working and non- working mothers which was published by Dept. of Bengali, Karimganj College, India. They used Descriptive research method with sample size of 200 undergraduate students of working and 200 undergraduate students of non- working mothers. The data is collected through Emotional Maturity scale by Y. Singh and M. Bhargava (1999). The results revealed that, the levels of Emotional Maturity of undergraduate students of non-working mothers are less than the students of working mothers.
10. ***Emotional maturity and academic achievement:*** A study on emotional maturity and academic achievement of students at secondary level was a study conducted by N. Gunasekar and Dr. N. Pugalenth (2015) with the population of 100 students including 50 boys and 50 girls using the method of simple random sampling technique. The study focuses on emotional maturity of the students and their academic achievement was published by Shanlax international journal of education in 2015, the data collection was done using the emotional maturity scale, as a result of the study stated that there is no significant difference between both boys and girls.

Need for the study

Emotional maturity is important for optimal functioning. The research studies the relationship between emotional maturity and ordinal positions and helps identify whether individuals with siblings have more maturity or individuals without siblings have more maturity. The knowledge about such differences can help identify the individuals with lesser emotional maturity and also in the formulation of methods to improve emotional maturity among students. Identification of those individuals can help the authorities to work on these individuals and find ways to help them become more mentally mature as they enter adulthood.

CHAPTER III

Methodology

Aim

To find relationship between emotional maturity and ordinal position.

Objective

1. To find the relationship between emotional maturity and ordinal position.
2. To find relationship between emotional maturity and gender.
3. To find relationship between emotional maturity and demographic area of living.

Hypotheses

(I) There is no significant difference in the level of emotional maturity among undergraduate students of different ordinal positions.

(II) There exists no significant gender difference in terms of emotional maturity among college students in the undergraduate level.

(III) There exists no significant difference in the level of emotional maturity and the demographic area of living among undergraduate students.

Research design

In this research study, there are two variables, emotional maturity and ordinal positions for which the data have been obtained using survey method from the age group of 18 to 21. They are coded, categorized and further correlated and analyzed from which the results are concluded and discussed.

Sampling

The sample consists of 224 young adults belonging to various parts of Tamil Nadu. The samples were collected without considering their socio-economic status. The sample consists of 108 males and 116 females with an age range of 17 to 22 years with a mean age of 19.5.

Sampling method

The sampling method used to collect the sample was purposive sampling.

Sample size

A sample of 224 college students (N=108 male and N =116 female) with age group of 17 to 22 was collected from Tamil Nadu.

Sample Inclusion criteria

1. College undergraduate students who are willing to participate in this study.
2. Undergraduate students of age group 17 to 22. The research focuses on this age group as this is considered as the transitional stage between the later adolescence and adulthood.
3. Individuals belonging to Tamil Nadu.

Sample exclusion criteria

1. The students who are currently diagnosed with a mental disorder or taking medications and treatment for mental disorders.
2. Students from other geographical areas.
3. Students of age below 17 and above 22

Tools used

Emotional Maturity Scale by Dr Yashvir Singh and Dr Mahesh Bhargava.

Description of the tool

Emotional Maturity Scale was developed by Dr Singh and Dr Bhargava (1991). This scale measures a list of five broad factors of Emotional Maturity – Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. It is a self-reporting five-point scale. Items of the scale are in question form demanding information for each question in any of the 5 options: Very much, Much, Undecided, Probably, never. There were positively and negatively worded items. The scoring for positive items was 5, 4, 3, 2, 1 respectively and for negative items, the scoring was 1, 2, 3, 4, 5, respectively. The scale has a total of 48 items. The tool has five factors, among which the first 4 has 10 items each and the last factor has 8 items. The reliability of the scale was verified by test-retest method and internal consistency. In the test-retest, the tool showed .01 level of significance and for internal consistency, the test showed the same significance level of .01 in all the five factors.

Procedure

The research was formulated as a correlational study and the dependent variables were chosen as ordinal positions, gender and demographic areas. The dependent variable was emotional maturity and the independent variable was ordinal positions. The questionnaire was chosen after checking for reliability, validity and culture sensitivity as EMS - SB by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The population were decided to be undergraduate college students between the age group of 17 to 22. A sample of 224 students of both male (108) and female (116) students participated in the study. The questionnaire was administered to the participants in the form of Google forms and the results were recorded and discussed.

Statistical analysis:

The data was checked for normality using Shapiro-Wilk test. The data follows a normal distribution. Hence, parametric tests were used. T tests and ANOVA were carried out to compare the differences in mean values of emotional maturity across different ordinal positions, gender and place of living.

Ethical Considerations

The participants were explained about how the anonymity and confidentiality of the data will be maintained. The participants took part in the study willingly with informed consent. The participants had the right to withdraw from the study at any point of time.

CHAPTER IV

Result

Table 1.a

Social demographic details of sample

	Minimum	Maximum	Mean	S.D
AGE	17	22	19.25	1.17

Table 1.b

Sociodemographic details of the sample

Variables	Divisions	Frequency	Percentage
Birth order	First child	103	46
	Middle child	25	11.2
	Last child	75	33.5
	Only child	21	9.4
Gender	Male	108	48.2
	Female	116	51.8
Demographic area	Urban	147	65.6
	Rural	77	34.4

Table 2

Relationship between level of maturity and ordinal position

	Mean Square	F	Significance level
Between Groups	86.299	.798	.496
Within Groups	108.210		

Table 3

Relationship between level of emotional maturity and Gender

	Mean	S.D	T value	Level of Significance
Male	153.9252	11.39075	-2.587	.048*
Female	157.4828	9.08844		

*p < .05

Table 4

Relationship between level of maturity and demographic area of living

	Mean	S.D	T value	Level of Significance
Rural	156.3377	11.06513	.586	.287
Urban	155.4795	10.03938		

The result as seen from table 2 shows that there is no significant difference in emotional maturity among ordinal positions. Thus, the hypothesis “there is no significant difference in the level of emotional maturity among undergraduate students of different ordinal positions” is accepted.

The T test results from table 3 show an analysis that there exists a difference in level of emotional maturity between two genders. Female population shows higher emotional maturity when compared to male population. Therefore, gender has an influence on emotional maturity and thus the hypothesis is nullified.

The T test for demographic areas in table 4 signify that there are no differences in emotional maturity for individuals from different demographic areas. Therefore, the hypothesis “there exists no significant difference in the level of emotional maturity and the demographic area of living among undergraduate students” is accepted.

Discussion

The research study was undertaken to identify a relationship between emotional maturity and ordinal positions, gender and demographic areas in undergraduate college students belonging to the age group of 17 to 22. The samples were selected using purposive sampling. The data collection was through online mode using Google forms.

The interpretation of the result suggests that there exists no significant difference in emotional maturity on the basis of ordinal positions and demographic areas. However, a significant difference was noticed in gender, females showed higher levels of emotional maturity.

A study by Monalisha Majumder(2020), suggests that there exists a significant difference between ordinal position in emotional maturity. However, the current study contradicts, with the findings stating that there is no significant difference among individuals of different ordinal positions. This contradiction could be because of the lack of equal representativeness of the samples.

CHAPTER V

Conclusion

The findings of the study indicate that ordinal positions do not influence the development of emotional maturity. Therefore, this contradiction opens the gate for further researches either to approve or disapprove the current findings. Also, the gender differences in emotional maturity can be analyzed in-depth for causal factors.

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APPENDIX**PART-A**

1. Are you involved in mental botherations?
2. Do you get frightened about the coming situations?
3. Do you stop in the middle of any work before reaching the goal?
4. Do you take the help of other person/s to complete your personal work?
5. Is there any difference between your desires and objectives?
6. Do you feel within yourself that you are short-tempered?
7. Do you feel that you are very stubborn?
8. Do you feel jealous of other people?
9. Do you get wild due to anger?
10. Do you get lost in imagination and day dream?

PART –B

11. If you fail to achieve your goal, do you feel inferior?
12. Do you experience a sense of discomfort and lack of peace of mind?
13. Do you teasing against the others?
14. Do you try to put the blame on others for your lapses?
15. When you do not agree with others, do you start quarrelling with them?
16. Do you feel yourself as exhausted?
17. Is your behavior more aggressive than your friends and others?
18. Do you get lost in the world of imaginations?
19. Do you feel that you are self-centered?
20. Do you feel that you are dissatisfied with yourself?

PART-C

21. Do you have a strained companionship with your friends and colleagues?
22. Do you hate others?
23. Do you praise yourself?
24. Do you avoid joining in social gatherings?
25. Do you spend much of your time for your own sake?
26. Do you lie?
27. Do you bluff?
28. Do you like very much to be alone?
29. Are you proud by nature?
30. Do you shirk from your work?

PART-D

31. Even though you know some work, do you pretend as if you do not know it?
32. Even if you do not know about some work, do you pose as if you know it?
33. Having known that you are at fault, instead of accepting it, do you try to establish that you are right?
34. Do you suffer from any kind of fear?
35. Do you lose your mental balance (poise)?
36. Are you in the habit of stealing of anything?
37. Do you indulge freely without bothering about moral codes of conduct?

38. Are you pessimistic towards life?
39. Do you have a weak will? (Self-will or determination).
40. Are you intolerant about the views of others?

PART-E

41. Do people consider you as undependable?
42. Do people disagree with your views?
43. Would you like to be a follower?
44. Do you disagree with the opinions of your group?
45. Do people think of you as an irresponsible person?
46. Don't you evince interest in other's work?
47. Do people hesitate to take your help in any work?
48. Do you give more importance to your work than other's work?

