EMOTIONAL MATURITY AND ANXIETY AMONG COLLEGE STUDENTS IN RELATION TO DEMOGRAPHIC VARIABLES: A STUDY

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Abstract

The present study aims to investigate the Emotional Maturity and Anxiety among college students in relation to demographic variables viz. gender, locality and academic stream. Sample included 150 randomly selected students i.e. 75 male and 75 female adolescents from various colleges of Education at Rohtak. For obtaining the data on Emotional Maturity and Anxiety, Emotional Maturity Scale by Singh & Bhargava and Sinha's Comprehensive Anxiety Scale by Sinha & Sinha (1955) were used respectively. The findings of the study suggest that there exists significant difference in emotional maturity and anxiety among college students on the basis of gender and locality, but there exists no significant difference in emotional maturity among college students on the basis of academic stream whereas there exists significant difference in anxiety among college students on the basis of academic stream. It was further concluded that there exists a high co-relation between emotional maturity and anxiety of college students.

Keywords: Emotional maturity, Anxiety, Demographic variables and college students

The period of adolescence is of supreme importance in the life of human. It is the period in which a person gets physical, emotional and mental maturity. Adolescence is a time of emerging risky health behaviours, and many health disorders have their onset during this time period. The median age of onset of adult depression occurs at age 14 and anxiety disorders by age 11. Adolescents must learn how to cope with psychological stress, handle peer pressure, deal with their emotions, resolve conflicts, build bridges with friends and family, develop self-confidence, safeguard themselves from high pressure marketing strategies, particularly of the alcohol industry, as well as cope with other stresses like academic competition and a hankering for material gains. They need to have good emotional maturity. Everyone has both positive and negative experiences in life.The ability to cope with negative experiences varies greatly from one person to another and, in large part, determines whether people enjoy their lives. Performance in any endeavour is largely contingent upon mental preparation, psychological strength and emotional maturity. Just as one preparation for competition by practicing physical skill as well as

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increasing his strength and endurance, one most also prepare himself mentally as well as emotionally. Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotions are aroused by happenings or circumstances that enhance the gratification of a person need or the realization of high goal. It has been said that a person's emotional reaction to a happenings depends both upon the nature of the happening itself and upon his own inner state. The concept of 'mature' emotional behavior at any level reflects the fruits of normal emotional development. It is a psychological term used to indicate that a person responds to the circumstances or environment in an appropriate manner. Maturity implies putting away of childish things and reading oneself as an adult ready to shoulder responsibilities that develop upon one in general in worldly affairs. One's emotional maturity also plays a significant part. Therefore, the emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. As each individual differs, so his needs and consequently his adjustment.

Emotional Maturity is one of the vital components of personality which characterizes Multi-trait non-cognitive psychological concept. According to Walter D.Smitson (1974), Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality. Emotional Maturity or stability might be considered as a potential factor in any field of life.

Emotion is the multifaceted body and mind, understanding of an individual's state of mind as interacting with biochemical or internal and external influences. In order to lead a successful life with satisfaction one needs to have a highly emotionally mature behavior. Generally, behavior is persistently prejudiced by the emotional maturity level that a human being possesses, especially the adolescents who are observed to be highly emotional in their dealings, the abilities of self-control is consecutively the outcome of the person's way of thinking and knowledge, these usually happen due to high level of emotional maturity. In brief, a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control at the appropriate time.

Anxiety is peculiarly a human phenomenon and is considered to be a unique contribution of the 21st century to the mankind. So much so, the twenty first century is called "the age of anxiety". Fear or anxiety has evolved over countless generations as an adaptive mechanism for copying with danger and the two have been used synonymously, however distinction between fear and anxiety is that the former is episodic and the later in chronic. Anxiety is an exceedingly complex concept with a variety of overtones and nuances of meaning from ordinary usage, as well as from psychology, psychiatry and psychoanalysis.

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Anxiety is one of the major psychological variables which is considered as an important part of personality development. The term anxiety has been derived from a Latin world 'angere' that means 'to strangle'. Anxiety also called angst or worry is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. Anxiety has become conspicuous in present times largely because it is an era of changing and rather individualistic values, alienation, competition and achievement. Anxiety is considered to be a normal reaction to a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. However, when anxiety becomes overwhelming, it may fall under the classification of anxiety disorder, (National Institute of Mental Health, 2008). Lifespan is becoming fast with the advancement of science and technology. Though man has conquered time and space to great extent by the present level of scientific advancement, yet there is great threat to his existence. The Indian society is becoming increasingly materialistic. Emotional and anxiety is increasing day by day especially at every stage. Unrest, anxiety and frustrations are occurring in all the spheres of life. Parents have no time to spend and guide their children. Students are frequently troubled with their daily problems because they do not have the capacity and training to solve problems. Our educational system also provides no direction to the children. Due to high anxiety; child develops certain personality traits which inhibit his proper physical, emotional and social development. All these factors add to emotional tensions of the child and make him an unbalanced personality. Today most of the young students do not achieve according to the expectations of the parents as well as the teachers despite of the fact being intelligent. Integrated efforts by teacher, parents and society are required to overcome this problem. Children should be provided with such an environment which leads to maximum development to positive emotions and minimum development to negative emotions. Parents should not try to achieve their ambitions through the children and also set realistic goals according to the capabilities and capabilities of the child. It is the responsibility of the researchers, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives. Though a number of investigators made the efforts to study the emotional maturity and anxiety among students separately but there is dearth of studies which try to study the relationship of emotional maturity and anxiety among college students. So the present investigator visualized the need to find out the reasons behind these unnatural behaviors of student at college level in terms of their emotional maturity and anxiety in relation to demographic variables.

RATIONALE OF THE STUDY

 Our education has a 10+2+3 structural under which a student after secondary stage opts for higher education through universities. Various students,who are studying in various colleges located in urban and rural backgrounds and of different academic streams when analyzed for their behaviour where found to have disturbed behaviour.This kind of behavior leads to

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formation of negative thoughts like anxiety, stress, tension and jealousy. Every society has its own ways of living, thinking, culture, traditions, rules, laws and belief. But emotional maturity enables to establish a balance between the society and the individual. During this process, some of his needs are satisfied and some of them, he has to compromise. He has to maintain a balance and adjust in the society.Anxiety is thus essential requirement to cope with the adjusted demands because the modern age of globalization is full of anxiety.The fast growing society is full of pressure,stress and insecurity from anxiety may not be able to devote his energy in the performance of task. The absence of anxiety and lack of emotional maturity adversely affect the efficiency of an individual. Anxiety motivates a person for the attainment of the desired goals yet its high some anxiety, which is normal and expected. So, anxiety becomes a problem when it interrupts a child's normal pattern of growing up. The mental state of a person reflects in his behaviour in some form or the other. Many researches has been conducted related to the anxiety pattern, of which some are as Narayan (1990) found that there is no significant difference in anxiety levels of adults and elders. Alam (2001) found that negative relationship exists between anxiety and academic achievements and positive relationship between motivation and academic achievements. Singh (2003) found that the girls of upper SES irrespective of their intelligence level differ in anxiety from the girls of lower SES. Singh((2006) found that male and female undergraduates have significant mean difference in the level of anxiety and also added that male and female undergraduates of high and low SES have a significant mean difference in the level of anxiety. Though a number of investigators made the efforts to study the emotional maturity and anxiety among students separately but there is dearth of studies which try to study the relationship of emotional maturity and anxiety among college students. So the present investigator visualized the need to find out the reasons behind these unnatural behaviors of student at college level in terms of their emotional maturity and anxiety in relation to demographic variables.

STATEMENT OF THE PROBLEM

 "Emotional Maturity and Anxiety among College Students in Relation to Demographic Variables: A Study"

OPERATIONAL DEFINITIONS

Different words have their different meanings, connotation according to their place of reference. For investigator, it is essential to define the terms that were used in the study repeatedly. So the abstained meanings of the terms used in the study were as follows:

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a) Emotional Maturity:

Emotional maturity refers to the ability of a person to understand and use one's emotions in personally controlled ways.

b) Anxiety:

Anxiety is a painful uneasiness of the mind over impending or anticipated fear or threat.

c) Demographic Variables:

Personal statistics that include such information as income level, gender, educational level, location, ethnicity, race, and family size are known as demographic variable. In this research, the researcher has taken gender, locality and academic stream as demographic variables.

d) College Students: The students studying at graduation level in Arts and Science streams.

OBJECTIVES:

1. To study the difference of emotional maturity among college students on the basis of gender, locality and academic stream.

2. To study the difference of anxiety among college students on the basis of gender, locality and academic stream.

3. To study the correlation between emotional maturity and anxiety among college students.

METHOD USED

Descriptive survey method was used for the present study..

SAMPLE

A sample of 150 students was selected for the present study from different educational colleges randomly.

Sample in total : 150		
Gender	**Male**	**71**
	Female	**79**
Locality	**Urban**	**77**
	Rural	**73**
Academic Stream	**Science stream**	**68**
	Arts stream	**82**

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VARIABLES:

The following variables viz. Gender, Locality, Academic stream of the students were taken as independent variables whereas Emotional maturity and Anxiety were taken as dependent variables.

Tools Used:

For obtaining the data on Emotional Maturity and Anxiety, Emotional Maturity Scale by Singh & Bhargava and Sinha's Comprehensive Anxiety Scale by Sinha & Sinha (1955) were used.

Results and Interpretation of Data

From the collected data, firstly mean was calculated.After this, standard deviation and significant difference of each group was calculated with help of t-test to study the emotional maturity and anxiety among college students in relation to demographic variables.

Table – 1.1

Comparison of Emotional Maturity on the basis of gender, locality and academic stream

Variables	Group(Students)	N	Mean Scores	S.Ds	t-value
Gender	Male	71	94.67	9.86	4.55**
	Female	79	101.72	9.08	
Locality	Urban	77	99.61	10.04	3.20**
	Rural	73	94.43	9.82	
Academic Stream	Science stream	68	96.50	10.57	1.03 NS
	Arts stream	82	94.45	13.99	

**Significant at 0.01 level

* Significant at 0.05 level

NS Not Significant

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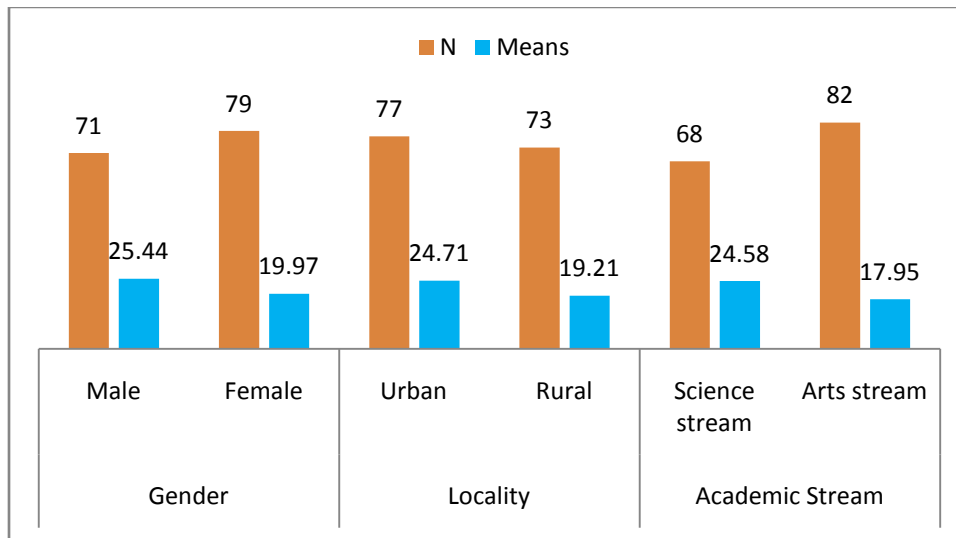** Research Scholar, Maharshi Dayanand University, Rohtak

Figure 1: Comparison of Emotional Maturity on the basis of gender, locality and academic stream

The results inTable -1.1 depicts that the emotional maturity of college students on the basis of gender, calculated mean was found 94.67 for 71 males and 101.72 for 79 females respectively. The standard deviation in case of the emotional maturity of male students was 9.86 and in case of the female students was 9.08.To establish the significance of means, 't' value was calculated which was 4.55, which is more than 2.63 at 0.01 level of significance which means that there exists significant difference of emotional maturity between male and female college students. It means that female students exhibited more emotional maturity than the male students .So our hypothesis H1 (a) stating that there is no significant difference of emotional maturity among college students on the basis of gender is rejected and it may be reframed as there exists significant difference of emotional maturity among college students on the basis of gender.

On the basis of locality, we can interpret the emotional maturity of college students the mean for the emotional maturity of 77 urban college students has been calculated 99.61 and the mean for emotional maturity of the 73 rural college students has been calculated 94.43.The standard deviation in case of the urban students is 10.04 and in case of the rural students is 9.28.To find out the difference of emotional maturity of college students on the basis of locality, calculated value is 3.20, which is significant at 0.01 level of significance which means that there lies significant difference of emotional maturity among college students on the basis of locality. Hence urban students are more emotionally mature than rural students due to rapid urbanization and earlier exposure to education scene. So our hypothesis H1(b) stating that there is no significant difference of emotional maturity among college students on the basis of locality is rejected and it may be reframed as: There exists significant difference of emotional maturity among college students on the basis of locality.

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On the basis of academic stream, we can interpret the emotional maturity of college students the mean for the emotional maturity of 68 Science college students has been calculated 96.50 and the mean for emotional maturity of the 82 Arts college students has been calculated 94.45. The standard deviation in case of the Science students is 10.57 and in case of the Arts students is 13.99.To find out the difference of emotional maturity among college students on the basis of academic stream, calculated value is 1.03, which is not significant at any level of significance which means that there lies no significant difference of emotional maturity among college students on the basis of academic stream.Therefore Science students possess more emotional maturity than Arts students because of their critical thinking and analytical mind. So our hypothesis H1 (c) stating that there is no significant difference of emotional maturity among college students on the basis of academic stream is retained.

In this section, Anxiety of the students has been compared on the basis of gender, locality and academic stream.

Table - 2 provides the Means, Standards Deviations and t-values for Anxiety on the basis of gender, locality and academic stream.

Table –2

Comparison of Anxiety on the basis of gender, locality and academic stream

Variables	Group(Students)	N	Means	S.Ds	t-values
Gender	Male	71	25.44	9.76	4.01**
	Female	79	19.97	6.26	
Locality	Urban	77	24.71	9.76	4.12**
	Rural	73	19.21	6.17	
Academic Stream	Science stream	68	24.58	9.76	3.90**
	Arts stream	82	17.95	10.85	

**Significant at 0.01 level

* Significant at 0.05 level

NS Not Significant

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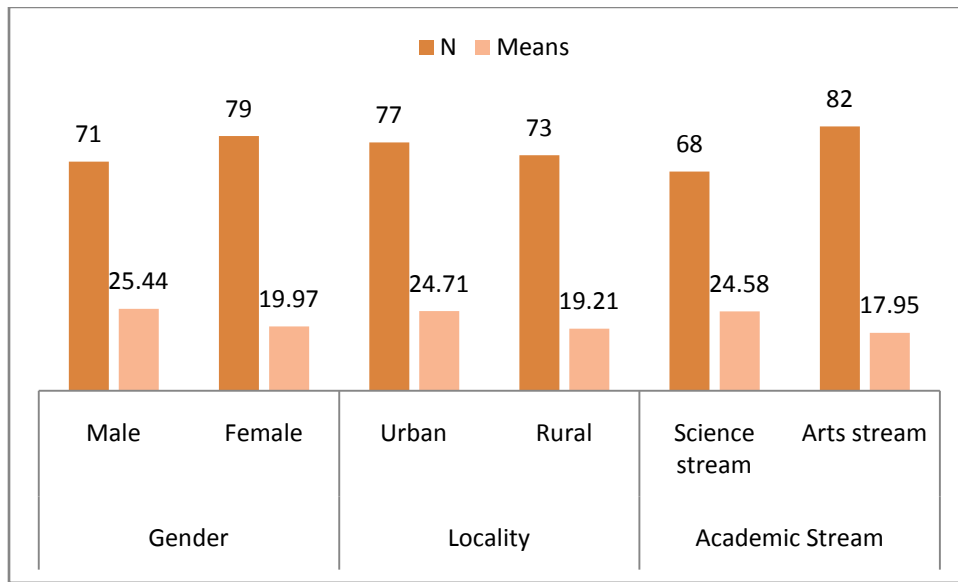** Research Scholar, Maharshi Dayanand University, Rohtak

Figue 2: Comparison of Anxiety on the basis of gender, locality and academic stream

By analyzing Table -2, we can interpret the difference of anxiety among college students on the basis of gender, the mean for the anxiety of 71 male college students has been calculated which was 25.44 and the mean for anxiety of the 79 female college students has been calculated which was 19.97, The standard deviation in case of the male students is 9.75 and in case of the female students is 6.26.To find out the difference of anxiety of college students on the basis of locality, calculated' value is 4.00, which is significant at 0.01 level of significance which means that there lies significant difference of anxiety among college students on the basis of gender.As mean score of male students was more than female students,it means that male students exhibit more anxiety than female students.So our hypothesis H2 (a) stating that there is no significant difference of anxiety among college students on the basis of gender is rejected and it may be reframed as: There exists significant difference of anxiety among college students on the basis of gender.

By analyzing Table- 2, we can interpret that the difference of anxiety among college students on the basis of locality, the mean for the anxiety of 77 urban college students has been calculated 24.71 and the mean for anxiety of the 73 rural college students has been calculated 19.20, The standard deviation in case of the urban students is 9.76 and in case of the rural students is 6.16. To find out the difference of anxiety among college students on the basis of locality, calculated value is 4.11, which is significant at 0.01 level of significance which means that there lies significant difference of anxiety among college students on the basis of locality. Hence urban students shows more anxiety level than the rural students as their mean score was more than rural students.So our hypothesis H2 (b) stating that there is no significant difference of anxiety among

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college students on the basis of locality is rejected and it may be reframed as: There exists significant difference of anxiety among college students on the basis of locality.

By analyzing Table –2, we can interpret the anxiety of college students on the basis of academic stream, the mean for the anxiety of 68 Science college students has been calculated 24.58 and the mean for anxiety of the 82 Arts college students has been calculated 17.95.The standard deviation in case of the Science students is 9.76 and in case of the Arts students is 10.85.To find out the difference of anxiety of college students on the basis of academic stream, calculated value is 3.90, which is significant at 0.01 level of significance which means that there lies significant difference of anxiety among college students on the basis of academic stream. Therefore Science students possess more anxiety than Arts students.So our hypothesis H2 (c) stating that there is no significant difference of anxiety among college students on the basis of academic stream is rejected and it may be reframed as: There exists significant difference of anxiety among college students on the basis of academic stream.

Table – 3

Relationship B/w Emotional Maturity and Anxiety among College Students

Variables	N	Coefficient of co-relation(r)
Emotional Maturity & Anxiety	150	0.65

From the Table- 1.3, it is observed that the score of emotional maturity and anxiety of college students was found to be 0.65 that means there exits high correlation between emotional maturity and anxiety of college students. So, H3 stating that there is no significant correlation between emotional maturity and anxiety of college students is rejected and it can be reframed as that there is significant correlation between emotional maturity and anxiety of college student.

Discussion of the results

The main thrust of the present investigation was to study the emotional maturity and anxiety among college students in relation to demographic variables.It is obvious from the findings that there is significant difference in the emotional maturity and anxiety as well on the basis of gender, locality but no significant difference was found in the emotional maturity among college students on the basis of academic stream where as there exists significant difference in the

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anxiety among college students on the basis of academic stream. A high correlation was found between emotional maturity and anxiety of college students. Mohanty and Devi. L (2010) revealed in their study on gender differences that girls are more optimistic and well aware of their feelings and emotionally mature in comparison to boys. Similarly, Nelson(2000) and Singh(2002) found the same results showing the significant difference of some variables with emotional maturity of college going students between male and female and also reported significant difference in emotional competence of urban and rural students in respect of their emotional maturity. In a study, conducted by Nasreen & Krishnamurthy it was found that female college students scored high on level of anxiety. Hanmugasundaram, R. (1983), Singh, B.K. (1984), Shikari, A.G. (1986) quoted in their respective studies that rural students were found to have a higher level of anxiety than the urban students whereas the results of bi-variant study of Singh (1985)on sex and area of residence showed that urban boys and rural girls were significantly more anxious than the urban girls and rural boys respectively.

The findings of the present study were further substantiated by the findings of Campbell & Rapee, (1994) ,Weiss & last, (2001)who suggested that girls are more anxious, have greater number of worries and higher level of generalized anxiety in their studies on gender differences. Castello,Eggee & Angold, (2003) and Craske,(2003) found the same results showing the significant difference of some variables with anxiety of college going students between male and female and also reported significant difference in anxiety level of urban and rural students. Kaur, H. (2004) in her study found non-significant correlation between emotional maturity and self-confidence of adolescents. No significant difference was found in emotional maturity of boys and girls. However, study reported significant differences in the emotional maturity of adolescents of rural and urban areas.

EDUCATIONAL IMPLICATIONS:

 The most outstanding characteristics of any research is that it contributes something new to the development of thesis concerned.Keeping this idea in mind the investigator has to find out the educational implications of her study.

Now a days the society, the educational institutions, the school, the college, the family are so complex that the students are facing problems in their daily life in relation to their emotional maturity and anxiety, It is the responsibility of the researchers, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives.

A teacher plays a pivot role in shaping the personality of a child. He can influence them by his behavior, thoughts and actions and also enable them to solve their problems which lead to lesser anxiety and better health.Teacher should treat the children alike and with compassion.Discipline

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should neither be too rigorous nor should lenient.The students must be helped to resolve the conflicts which arise due to various problems by understanding them. Students should be encouraged to participate in co-curricular activities which will inculcate the virtues of cooperation, self-discipline and feeling of brotherhood. They should be given the responsibilities in school work so that they develop self-discipline. Children should be given educational, vocational and personal guidance so that they can determine their goals and become successful in various fields and adjust properly. The curriculum should be constructed keeping in view the needs, problems and requirements of every individual.

Parents should treat the children in the same way as they treat any other adult. Children should be provided with such an environment which leads to maximum development of positive emotions and minimum development of negative emotions.They should be told to manage emotions like love, happiness, anger, fear etc. Parents should be friends of the child so that he can share everything and all his problems of the child and guide them to solve their problems themselves,so that they develop as independent adults who can discriminate between right and wrong. The demands and needs of the child should be fulfilled only to extend and not beyond it. Children should not be over protected and ill treated. Parents should not try to achieve their ambitions through the children and also set realistic goals according to the capabilities and capabilities of the child. They should be given freedom to choose their own vocations of streams and achieve their goals.

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