



IJAHSS



Copyright@IJAHSS

## Emotional Intelligence and Emotional Maturity in Male and Female of Dev Sanskriti Vishwavidyalaya Students: A Comparative Study

Prachi Rathod<sup>1</sup> & Dr. Manoranjan Tripathy<sup>2</sup>

<sup>1</sup>BA(Psychology)-Sem-VI, Dept. of Psychology, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand

<sup>2</sup>Assistant Professor, Dept. of Psychology, Dev Sanskriti Vishwavidyalaya, Haridwar, Uttarakhand

\*Corresponding Author

Dr. Manoranjan Tripathy

### ABSTRACT

For college students to succeed in both their academic and personal lives, emotional intelligence and emotional maturity is essential. Emotional intelligence encompasses the ability to recognize, comprehend and manage emotions, whereas emotional maturity calls for one's own emotion regulation. Better coping, empathy, and interpersonal skills can be attained by growing one's emotional intelligence. These abilities may help students overcome college obstacles and laying the groundwork for long-term success. This paper examines the connection between both of these variables and college-going students' quality of life. Eighty undergraduate and postgraduate students from the Dev Sanskriti Vishwavidyalaya were chosen for the study by use of the Emotional Intelligence Scale and the Emotional Maturity Scale[EMS]. An Accidental Sampling Technique was used in this study. An Independent t-test used to conclude the result. Study aimed to determine if there was a significant difference between the emotional intelligence and emotional maturity scores of males and females. The study found significant differences between the emotional maturity of males and females. This study also showed there is no significant difference in emotional intelligence between males and females.

**Key Words:** *Emotional Intelligence & Emotional Maturity*

### INTRODUCTION:

The terms emotional maturity and emotional intelligence are frequently used interchangeably. Being able to recognize, communicate, and regulate one's own emotions is referred to as emotional intelligence, recognizing emotions gives us the ability to comprehend the feelings of others. While many researchers contend that emotional intelligence may be acquired, other contends it is an innate quality. Emotional intelligence is a "part of human intellect that includes a capacity to monitor a person's and other people's feelings and emotions, to discriminate between them, and to use this information to guide one's thinking and actions." The distinction between emotional intelligence and emotional maturity in human psychology is thus extremely obvious. A person need not be emotionally mature to be emotionally intelligent. However, emotional intelligence is a prerequisite for emotional maturity. Since age is unrelated to it, emotional maturity is not a chronological concept. The capacity to control one's behaviour while maintaining emotional control is known as emotional maturity. Emotional maturity helps us to let our feelings out in an effective way rather than choosing to bury them. As a result, the person gains the ability to express both positive and negative emotions through behaviour. Someone with emotional maturity may possess flexible, adaptable, and responsible thoughts and behaviors. Above both variables are dependent variables in this study. Emotional Intelligence: the capability to recognize and exert control over one's own and others' emotions. In this investigation, it alludes to college students' capacity to comprehend both their emotions of oneself and others. Above both variables are dependent variables in this study. Emotional Maturity: the capability to react to circumstances positively by exercising emotional restraint, acting logically. In this study, it alludes to college students' capacity for emotional and behavioral self-control. Mallick et al. [1] Students in higher secondary schools were shown to have severely unsteady emotional maturity. Male and female higher secondary students' emotional maturity levels were observed to differ significantly. Das and Ghosh [2] found that there are no significant differences between secondary school students in rural and urban locations in terms of emotional maturity or academic achievement. The study also showed that among students in rural areas, there was little correlation between academic success and emotional maturity. Despite the fact that among urban pupils there was a significant correlation between maturity in emotions and academic success.

**NEED AND SIGNIFICANCE:**

From past decades it is very clear that emotion and feeling plays vital role in our day to day life. As we discussed above that emotional maturity is not only responsible for managing emotions but also controlling the behavior of one's, so it quite clear that there is a special need to understand or study the inter-dependency between emotional intelligence and emotional maturity.

**OBJECTIVES:**

- To compare between the emotional quotient level of college going males and females.
- To compare between the emotional maturity level of college going males and females.

**HYPOTHESIS:**

- **H<sub>01</sub>** There is no significant difference between Emotional Intelligence scores of males and females of DSVV.
- **H<sub>02</sub>** There is no significant difference between Emotional Maturity scores of males and females of DSVV.

**METHODOLOGY:**

**Population:** All the UG and PG students studying in different courses of DSVV in Haridwar constitute as population for this study. **Sample & Sampling:** by accidental sampling researcher collected 80 sample from Dev Sanskriti Vishwavidyalaya (undergraduate and postgraduate students). Researcher employed an ex-post facto study for the fulfillment of objective of this study.

**TOOLS:** Researcher used following tools for data Collection,

- Emotional intelligence scale (EIS) developed by Anukool Hyde, Upinder Dhar, and Sanjyot Pethe [3]
- Emotional maturity scale (EMS) prepared by Dr. Yashvir Singh and Dr. Mahesh Bhargava [4]

**INCLUSION CRITERIA:**

- DSVV students who falls within the age group of 20 to 24 years took them into research.
- Students of UG and PG courses of DSVV have been taken in the study.

**EXCLUSION CRITERIA:**

- Mentally retarded person was excluded in this study.
- Those students who was physically unfit excluded.

**STATISTICAL TECHNIQUES:** Researcher applied independent t-test for level of significance for present study.

**RESULT TABLE**

**H<sub>01</sub>** There is no significant difference between Emotional Intelligence scores of males and females of DSVV.

**Table 1: Emotional Intelligence of the girls and boys of DSVV**

Groups		N	Mean	SD	SE <sub>D</sub>	t-value	Level of significance
Emotional Quotient	Males	40	136.43	15.12	3.599	1.92	Not significant
	Females	40	129.5	17.02			

df= n<sub>1</sub>+n<sub>2</sub>-2=78

It is found that mean scores of both the groups are 136.425 and 129.5 respectively. When the t-test was used to determine whether the mean difference between these groups was significant, a t-value of 1.924 was observed. It was determined that this was not significant. So, hypothesis 1 is not rejected. Therefore, there is no difference in the emotional intelligence of DSVV males and females.

**H<sub>02</sub>** There is no significant difference between Emotional Maturity scores of males and females of DSVV.

**Table 2: Emotional Maturity of the girls and boys of DSVV**

Groups		N	Mean	SD	SE <sub>D</sub>	t-value	Level of significance
Emotional Maturity Level	Males	40	124.4	29.37	4.677	2.79	Significant at both 0.05 & 0.01
	Females	40	137.45	22.44			

df= n<sub>1</sub>+n<sub>2</sub>-2=78

It is found that mean scores of both the groups are 124.4 and 137.45 respectively. When the t- test was applied to compare the mean scores of the groups, it was found that the calculated t- value 2.79 is greater than the table value 1.99 at 0.05% level of significance. This means that the mean difference is significant. Hence hypothesis 2 is rejected. This means that the males and females of DSVV are at a great difference of emotional maturity.

#### **CONCLUSION:**

The study found significant differences between the emotional maturity of males and females of DSVV who are enrolled in UG and PG programme. Study additionally demonstrated that no differences exist in emotional intelligence between DSVV students who are males and females.

#### **REFERENCES**

1. Mallick, R., Singh, A., Chturvedi, P., & Kumar, N. (2014). A Study on Higher Secondary Students' Emotional Maturity and Achievement. *International Journal of Research & Development in Technology and Management Science*, 21(1).
2. Das, M. N., & Ghose, S. (2014). A Comparative Account of Academic Achievement and Emotional Maturity among Secondary School Students of Rural and Urban Area. *European Academic Research*, II(6), 7392-7401.
3. Hyde A, Pethe S & Dhar U(2002). Manual for Emotional Intelligence Scale, Vedanta Publications, Lucknow, India
4. Dr. Yashvir Singh and Dr. Mahesh Bhargava (1994). Emotional maturity scale (EMS)