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“A Comparative Study of Emotional Maturity among Tribal and Non-tribal Students”

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Abstract

Research is best highway of human development. The objective of the present research study was to know (explore) whether there is any different in emotional maturity between tribal and Non-tribal students. It was aimed at to know effect of social status (Tribal and Non-tribal), Gender (Girls and Boys) and Faculty of Study (Arts and Commerce) on Emotional Maturity. First of all Information regarding tribal students was obtained from Arts and Commerce Colleges of Sardar Patel University Vallabh Vidyanagar. Selection of 400 samples was done by Stratified random sampling method. From list of obtained was sample in which 200 were tribal students and 200 were Non-tribal students. Personal information sheet, Emotional maturity scale was used as tool to get information from students considering the objectives of the study. $2 \times 2 \times 2$ Factorial Design was decided and Constructed for the study of main objectives of the present study. In which a try was done to know main and interactional effects of social status, gender and faculty of study on emotional maturity students by F-Anova Method. Statistical analysis Summary of the Finding (1) Significant Difference is seen in Emotional Maturity among Tribal and Non-tribal Students. ('F'-Value 8.22) (2) No Significant difference among Girls and Boys students with reference to Emotional maturity. ('F'-Value 0.35) (3) No Significant difference among students of Arts and Commerce Faculty with reference to Emotional Maturity. ('F'-Value 0.17) (4) No Significant interaction effects of Social Status and Gender is seen with reference to Emotional maturity of students. ('F' - Value 1.09)

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(5) No Significant effect of mutual interaction of Social Status and faculty of study is seen with reference to Emotional Maturity of students. ('F'-Value 0.41) (6) No Significant effect of mutual interaction of Gender and Faculty of study are seen with reference to Emotional Maturity of students. ('F'-Value 0.004) (7) Significant effect of mutual interaction of Social Status, Gender and Faculty of Study are seen with reference to Emotional Maturity of Students. ('F'-Value 9.74)

Introduction:-

Development of nature and the earth is happened with the passing of time, which is propounded by Alfred Walles, the beginner in quest of revolution. Human being was loitering and liked an animal on the earth for years after the existence of human life. Then social civilization and social family of rupture came into existence. Origin of society was happened after marriage organization which was followed by family organization. Atmosphere of education was also originated with this. Human being has discovered sources of energy after so many researcher and discoveries i.e. origins of physics happened. Dr.Sigmund Freud, the father of psychology created theory of psycho analysis in such period. This theory says that, construction of personality of a passion should be happened on three factors Id, Ego and Super Ego. All the three factors control a person and keep him away from brutality and make person best human beings. A person does useful acts in society it all the three factors are in balance position, being a fair person. He develops human glory by knowing regarding human rights. He does acts of construction of best society by awareness of human rights. One can see proper development of emotional maturity in such persons.

Generally, bringing up child happens under family organization and social culture, in which role of parents is foremost. Then a child learns more

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from education and social organization. A child learns factors like emotional maturity and self-control by imitation. Sometime a person is misguided by other person in absence of proper education. Sometimes person behaves like childish behavior at mature age. There is absence of emotional maturity in such persons. Psychologists can develop emotional maturity and self control considering and exploring on these matters. A time is come to recommend and suggest to educational institutions and society.

Tribal and Non-tribal students are considered in the present study. Proportion of education is less in tribal society in present time also they are economically also backward and they are included in weaker section. They are physically also unhealthy due to living in forest and due to malnutrition. But, the present study is taken on hand to examine whether their development in emotional maturity and self-control. Absence of emotional maturity and self-control sometimes invites danger in life of a person. So it is moral duty to study these factors for psychologists.

The present study is aimed at to explore on Emotional Maturity among tribal and Non-tribal students comparatively.

Tribal Population of India

India has rightly been called as museum of tribes and has the largest concentration of tribal population on next to Africa. There are about 700 scheduled tribes notified under article 342 of the constitution of India, Spared over different states and the union territories of the country. There tribes are living in about 15% of the country's areas in various ecological and geo-climatic

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conditions ranging from plains and forest to hills and inaccessible area. They speak about 100 languages and 255 subsiding languages. Over India in 8% Population of Scheduled Tribes (literacy rate in India 64.8 percent and Tribal 47.1 percent) and the population in Gujarat State (Census of India 2001) 15 percent the population schedule tribes in State. (Literacy rate in Gujarat Total 69.1 percent Scheduled tribes people 47.1 Percent)

Emotional Maturity:-

Concept of Emotional Maturity is directly connected with expression and its effective control. Its holds direct relation with age of a person and his desired social behavior. A child or an aged person may be provided that his expression fulfils desire of culture according to his age. Even though it is prevalent a see with reference to puberty or an agedness society believed it essential to have Emotional Maturity in a person.

When a person expresses his emotion very fair fairly and effectively he can be said as a emotionally matured person. He can adjust himself everywhere and hold is good health too.

According to Hollingsworth (1958) three points are included in Emotional Maturity.

1. Such person can be called emotionally matured who holds difference according to state or condition.
2. A matured person waits for proper time controlling or delaying his anxiety.

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3. He does not change his decision on the point of mercy or emotions.

What is Emotion?

According to Hilgard, Atkinson and Atkinson define “Emotion cans Activate & Direct Behavior in the same way Biological Drives do.”

The term ‘emotion’ is used to designate a state of consciousness having to do with the arousal of feeling (Webster’s New World Dictionary) It is distinguished from other mental states, from condition, volition and awareness of physical sensation. Feeling refers to any of the subjective reactions, pleasant or unpleasant that one may experience in a situation. Emotion consists of (a) physiological changes within the bodies, for example, shifts in the heart beat rate, blood pressure and so on; (b) subjective cognitive states, for example, the personal experiences we label as emotional and (c) expressive behaviors, such as, outward signs of these internal reactions (Taylor, 1999). There are many theories of emotion:

Emotion is the complex psychological experience of an individual’s state of mind as interacting with biochemical (internal) and environment (external) influences. In human, emotion fundamentally involves psychological arousal, expressive behavior and conscious experience. Emotion is associated with mood, temperament, personality and disposition and motivation.

‘Emotion is a stirred up state of the individual’ -Woodworth

The English word ‘Emotion’ is derived from the French word ‘emouvoir’ this is based on the Latin root where e-(variant of ex-) means ‘out’ and mover means ‘move’. A related distinction is between the emotion and the result of the emotion principally behaviors and emotional expression people often behave in certain ways as a direct result of their emotional state, such as crying,

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fighting or feeling if one can have the emotion without the corresponding behavior, then we may consider the behavior not to be essential to the emotion.

Definitions of Emotional Maturity:

A definition of emotional maturity that is in keeping with the facts of development and the potentialities involved in the process of development must stress not simply restriction and control but also the positive possibilities inherent in human nature. According to this view, emotional maturity involves the kind of living that most richly and fully expresses what a person has in him at any level of his development

Fred MC. Kinney “The characteristic of an emotional mature are heterosexuality, appreciation of attitudes and behavior of other, tendency to adopt the attitudes and habits of other and capacity to delay his own response”.

“Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra- physically and interpersonally by Walter D. Smitson (1974)

“An emotion is an affective experience that accompanies generalizes inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behavior.” by Crow and Crow (1974)

Objectives of the Research:

- (1) To get information regarding difference of Emotional maturity among tribal and Non-tribal Students.
- (2) To get information regarding difference of Emotional maturity and among Girls and Boys Students.

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(3) To get information regarding difference of Emotional maturity and among Arts and Commerce College Students.

Hypothesis of the Research:-

❖ Null Hypothesis according to 'F' Anova

Ho.1 There is no significant difference between Emotional Maturity among Tribal and Non-tribal Students

Ho.2 There is no significance difference between Emotional Maturity among Girls and Boys Students

Ho.3 There is no significant difference between Emotional Maturity among Arts and Commerce College Students

Ho.4 There is no interaction effect of Emotional Maturity among Social Status and Gender.

Ho.5 There is no interaction effect of Emotional Maturity among Social Status and Faculty of Study.

Ho. 6 There is no interaction effect of Emotional Maturity among Gender and Faculty of Study.

Ho. 7 There is no interaction effect of Emotional Maturity among Social Status, Gender and Faculty of study.

Variables of the Study:-

Variable mean Changing Factors or force. If we seen literal meaning of variable any catalyst which can be changed. Is called variable D-Amto (1979) while defining variable say that means variables attribute of thing matter or living animal. Which can be measured? Attribute of living animal situation, matured or thing which is changed able and which can be measured.”

Following variable were selected by the researcher suitable to research study.

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Independent Variables:-

Independence Variable means such factor to which a researcher selects applied or measures to decide relation of phenomenon under observation.

A Social Status: - A1 Tribal Student

A2 Non-tribal Students

B Gender: - B1 Girls

B2 Boys

C Faculty of Study: - C1 Arts

C2 Commerce

Dependent Variables:-

Dependent variables are such a factor which is Observation and measured to Examine effect of independent variable following are dependent variables in the present study.

(1) Emotional Maturity Scale

Controlled Variables:-

(1) Arts and Commerce College of Sardar Patel University was selected as sample in the present study

(2) Students of Science Faculty are not selected as sample in the present Study.

Research Design:-

The Main objective of the present study was to know regarding Emotional Maturity and Self Control of Tribal and non Tribal students. The other objectives were to know regarding of the variables like Social Status, Gender, Faculty of Study, planning of research process is done in two different stages, presentation planning for stages in different part.

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Part-1:-

2×2×2 Factorial design is used to study whether there is any effect on Emotional Maturity with reference to Gender (Girls-Boys) Faculty of Study (Arts and Commerce) of Students. It is decided to selected equal no of sample in eight groups origination in main and interacting schemes of above three independent variables under this design, which is shown in table no 1.1

Table No. 1.1

Table showing variables of factorial design and no. of sample students

2×2×2 Factorial Designs

N= 400

Variables		B Gender				Total
		Girls B1		Boys B2		
		C Faculty of study				
		Arts C1	Commerce C2	Arts C1	Commerce C2	
A Social Status	Tribal A1	50	50	50	50	200
	Non-tribal A2	50	50	50	50	200
Total		100	100	100	100	400

Selection of sample:-

Total 400 Students were randomly selected from Arts and Commerce Faculty of Colleges of Sardar Patel university, Vallabh Vidyanagar among which 200 were Tribal students while other 200 were Non-tribal students. Among 200 students 100 were Girls students while 100

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were Boys students. Among 100 students, 50 were Arts students while 50 were commerce students

Tools of collection of Data:-

The researcher selected Proper and reliable tools to collect proper information to examine objectives of study and null hypothesis constructed from Objectives mainly three tools were used to collect information in the present research study.

(1)Personal Data Sheet:-

It was needed to collect several personal data from Tribal and non Tribal students considering Objectives of the study. The researcher prepared personal information sheet for it. In which variables like Social Status, Gender, and faculty of Study of students were included.

(2) Emotional Maturity:-

Dr. Yashvir Singh and Dr.Mahesh Bhargava Constructed Emotional Maturity Scale in English. Measurements of Emotional Maturity of students was done after transforming it in Gujarati language there are 48 statement in the scale and five alternatives were given against each statement like (1)Very Much (2)Much (3) Undecided (4)Probably (5)Never. More over five factors are also included in it like (A) Emotional Stability (B) Emotional Progression (C)Social Adjustment (D)Personality Integration (E)Independence. Multification of their five alternative was done equally in 48 Statements like 5, 4,3,2,1 and maximum score is 240 and minimum 48 score is obtained in the emotional maturity scale as the score high the emotional maturity Extremely Emotionally Immature and when the score is less Extremely Emotionally mature is seen.

Process of Collection of Data:-

Comparative study of Emotional maturity with reference to Tribal and Non-tribal students is to be done in the present study. 400 studying in Arts and Commerce Faculty of Vallabh Vidyanagar and Anand of Sardar Patel University were randomly selected as sample , in which Tribal and non Tribal Girls and Boys and Rural and Urban students were Stratified random sampling method selected in equal proportion list of tribal students from each college was obtained .Emotional Maturity scale constructed by Dr. Yashvir Singh and Dr.Mahesh Bhargava were measured by personal interview with students moreover Different opinions of students were also obtained .

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Statistical Technique:-

Use of different statistical technique was done in the parent study to obtain clear details of events to desire meaningful result in successive form to get generalized finding to interpret of data and to analyzed casual result reasons Following statements technique were used inter present study considering objectives of the study and “null” hypothesis .

The main aims (Objectives) of the study to know Emotional Maturity of Tribal and Non-tribal students “null” hypothesis 1 to 7 were constructed to know whether there is any constructed to know whether there is any effect of Social Status, Gender and Faculty of Study and its mutual interaction on Emotional Maturity. Factorial Analysis (F-Anova) constructed by fisherman it under $2 \times 2 \times 2$ factorial design.

Discussion of Result and Interpretation

Factors of Emotional Maturity with reference to Social Status, Gender and Faculty of Study.

Part 1

F-Value were calculated under factorial analysis $2 \times 2 \times 2$ Factorial design to examine null hypothesis of statements 1 to 14 Constructed to know whether there is any effect Social Status , Gender and Faculty of Study on Emotional Maturity in part 1. Equal 50 students were kept each in eight groups prepared under factorial design Social Status, Gender and Faculty of Study was selected as independent Variables. Emotional Maturity were taken as dependent variables. $2 \times 2 \times 2$ Factorial design was Constructed by selecting two level of social status (Tribal and Non- tribal) two level of gender (female and male) and two levels of Faculty of Study (Arts and Commerce) Following discussion of obtained result according to factorial design is done here.

1.1. Emotional Maturity with reference to Social Status, Gender and Faculty of Study.

F-value were calculated by reservation analysis to examine Null Hypothesis No.1 to 7 contracted to study independence and interaction effect of social status , gender and Faculty of Study, Mean and S.D. score of Emotional Maturity under $2 \times 2 \times 2$ Factorial Design. F-Value of Emotional Maturity is shown in Table 1.2

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Table 1.2

Table Showing 2×2×2 factorial analysis regarding Emotional Maturity with reference to Social Status, Gender and Faculty of Study

N= 400

Source of Variables	Sum of Square	d.f	Mean sum of square	F	Sig.
SSA	2719.62	1	2719.62	8.22	0.01
SSB	115.56	1	115.56	0.35	N.S
SSC	55.50	1	55.50	0.17	N.S
SSA×B	359.10	1	359.10	1.09	N.S
SSA×C	135.72	1	135.72	0.41	N.S
SSB×C	1.56	1	1.56	0.004	N.S
SSA×B×C	3220.56	1	3220.56	9.74	0.01
SSW	129660.54	392	330.77		
SST	3264391.00	399			

0.05= 3.86

0.01=6.70

Difference between Mean of score of Emotional Maturity with reference to Social Status, Gender and Faculty of Study are shown in Table 1.3

Table 1.3

Table showing difference between mean of score of Emotional Maturity and mean with reference to Social Status, Gender and Faculty of Study.

N=400

Independent Variables	Number (n)	Mean (M)	Difference between mean (D)	F- value
A1 Tribal Students	200	91.04	5.21	8.22
A2 non Tribal Students	200	85.83		
B1Girls Students	200	87.90	1.07	0.35
B2Boys Students	200	88.97		
C1 Arts Students	200	88.06	0.75	0.17
C2 Commerce Students	200	88.81		

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1.1.1 Emotional Maturity with reference to Social Status:-

Null hypothesis Ho1 was constructed to know whether there is any difference in Emotional Maturity among tribal and non tribal Students.

Ho1 There will be no significant difference seen in Emotional maturity among Tribal and non Tribal students

While observation result of hypothesis in Table 1.2 it is known F-Value of Emotional Maturity with reference to social Status is seen as 8.22 Which holds Significant difference of 0.01 level therefore null hypothesis is rejected that means the result shows significance.

While Observation score of Table 1.3 it is seen that, mean of score of Tribal and non Tribal student core 91.04 and 85.83 respectively. Difference between these two means is 5.21 this shows much difference. It can be said while interpretation that significant difference is seen in tribal and non tribal students. that mean , Emotional Maturity of tribal students is seen less than the non tribal students factors like education , socio-economic atmosphere , friend circle , family atmosphere, chances of education , free discussion , situation rate of birth , lack of self confidence , self control which is seen in **Graph 4.1**

1.1.2 Emotional Maturity with reference to Gender:-

Construction of hypothesis Ho2 was done to know whether there is any difference in emotional maturity among Girls and Boys students.

Ho2 There will be no significant difference seen in Emotional Maturity among Girls and Boys students.

F value 0.35 is obtained in table no. 1.2 while examination of null hypothesis constructed under factorial designs. This F-Value does not process significant difference of 0.05 level so constructed null hypotheses is accepted. That means the result does not process significant difference.

While observing table 1.3 it is seen that mean of Emotional Maturity of Girls and Boys students are 87.90 and 88.97 respectively. Difference between there means is 1.97. It can be said on the basis of result that, no emotional maturity with reference to girls and boys students

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1.1.3 Emotional Maturity with reference to Faculty of study:-

Ho3 was constructed to know whether there is any difference in emotional maturity in students of Arts and Commerce Faculty.

Ho3 There will be no significant difference seen in Emotional maturity Arts and Commerce Faculty students.

F value 0.17 is seen in Table 1.2 while examination Null Hypothesis Constructed under Factorial design. This value does not show significant difference at 0.05 levels. So Constructed Null Hypothesis is accepted here. The result does not show significant difference.

While observing table 1.3 means of score of Emotional Maturity of students of Arts and Commerce are 88.06 and 88.81 respectively. Different between their two means is 0.75 so it can be said on the basis of result that no significant is seen in Emotional Maturity among students of Arts and Commerce Faculty.

Difference between means of score of Emotional maturity standard deviation and means with reference to social status and gender (A×B) are showing table no. 1.4

Table No.1.4

Table showing Difference between means of score of Emotional Maturity, Standard Deviation and Means with reference to Social Status and Gender (A×B)

(A×B) - N=400

Variables			Gender B		Difference (D)	F- Value
			Girls B1	Boys B2		
Social Status A	Tribal Students A1	Mean (M)	90.63	91.45	0.82	1.09
		S.D.	19.92	18.96		
		N	100	100		
	Non Tribal Students A2	Mean (M)	87.31	84.34	2.97	
		S.D.	19.25	14.75		
		N	100	100		

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1.1.4 Emotional Maturity with reference to Interaction of Social Status and Gender (A×B)

Null Hypothesis Ho4 was constructed to examine whether there is any effect on Emotional Maturity of students of mutual interaction of Social Status and Gender

Ho4 There is no effects of mutual interaction of Social Status and Gender will be seen on Emotional Maturity of Students.

F-Value of effect of mutual interaction of social status and gender (A×B) is seen 1.09 in table 1.2 while examining Null hypothesis constructed under factorial design. This F-Value is not significant at 0.05 levels. So, null Hypothesis is accepted here.

Mean of Score of Girls and Boys Tribal Students are seen as 90.63 and 91.45 respectively. Difference between both the mean is seen 0.82. Moreover means of score of girls and boys students of non tribal students are seen as 87.31 and 84.34 respectively. Difference between both the score is seen 2.97 so while interaction it can be said, that no effect of mutual interaction of social status and gender on Emotional Maturity.

Difference between means of score of Emotional maturity standard deviation and means with reference Social Status and Faculty of Study (A×C) are shown in table 1.5

Table No.1.5

Table showing Difference between means of score of Emotional Maturity standard Deviation and means with reference Social Status and Faculty of Study (A×C)

N=400

Variables			Faculty of Study C		Difference (D)	F- Value
			Arts C1	Commerce C2		
Social Status A	Tribal Student A1	Mean (M)	91.25	90.83	0.42	0.41
		S.D.	19.19	19.70		
		N	100	100		
	Non Tribal Student A2	Mean (M)	84.87	86.78	1.91	
		S.D.	16.06	18.24		
		N	100	100		

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1.1.5 Emotional Maturity with reference to interaction of Social Status and Faculty of Study:-

Null hypothesis Ho5 was constructed to examine whether there is any effect of Emotional Maturity among students with reference to Social Status and Faculty of Study

Ho5. There is no effects will be seen in Emotional Maturity of Students of mutual interaction of Social Status and Faculty of Study.

While examining Null hypothesis is constructed under factorial design, F-Value of interaction of Social Status and Faculty of Study ($A \times C$) is seen 0.41 in Table 1.2. This value is not significant at 0.05 levels. So, constructed null Hypothesis is accepted.

Mean of Tribal students of Arts and Commerce faculty are 91.25 and 90.83 in table no. 1.5 Difference between the means is 0.41 Moreover means of non Tribal students of Arts and Commerce faculty are 84.87 and 86.78 and difference between the mean is 1.91. So while interaction it can be said that no significant effect of mutual interaction of Social Status and Faculty of Study on Emotional Maturity is seen.

Difference between means of scores of Emotional Maturity, Standard Deviation means with reference to Gender and Faculty of Study ($B \times C$) Table no 1.6

Table No.1.6

Table showing Difference between means of score of Emotional Maturity Standard Deviation and means with reference Gender and Faculty of study ($B \times C$)

Variables			Faculty of Study C		Difference (D)	F- Value
			Arts C1	Commerce C2		
Gender B	Girls Students B1	Mean (M)	88.66	89.28	0.62	0.004
		S.D.	19.27	20.04		
		N	100	100		
	Boys Students B2	Mean (M)	87.46	88.33	0.87	
		S.D.	16.58	18.09		
		N	100	100		

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1.1.6 Emotional Maturity with reference to interaction of Gender and Faculty of Study:-

Null hypothesis Ho6 was constructed to examine whether there is any effect of Emotional Maturity among students with reference to Gender and faculty of study.

Ho6 There is no effects will be seen in Emotional Maturity of Students of mutual interaction of Gender and Faculty of Study.

While examining null hypothesis constructed under factorial design F-Value of interaction of Gender and Faculty of Study (B×C) is seen 0.004 in table 1.2. This value does not process significant difference at 0.05 levels. So, constructed null hypothesis is accepted. While observation Table No.1.6 it is seen that mean of Arts and Commerce college students are 88.66 and 89.28 respectively. Difference between means is seen 0.62 mean of Boys students 87.46 and 88.33 respectively. Difference between means is seen 0.87. That means no effect of mutual interaction of Gender and faculty of study is seen. The result does not hold significant difference. Difference between means of scores of Emotional Maturity, Standard Deviation means with reference to Social Status, Gender and faculty of study (A×B×C) in showing table no1.7

Table No.1.7

Table showing Difference between Means of score of Emotional Maturity Standard Deviation and means with reference Social Status, Gender and Faculty of study (A×B×C)

N=400

Variables			Faculty of Study C		Different (D)	F-Value
			Arts C1	Commerce C2		
Tribal A1	Girls B1	Mean (M)	93.74	87.52	6.22	
		S.D.	20.83	18.66		
		N	50	50		
	Boys B2	Mean (M)	88.76	94.14	5.38	
		S.D.	17.26	20.34		
		N	50	50		
Non	Girls B1	Mean (M)	83.58	91.04	7.46	9.74
		S.D.	16.24	21.37		
		N	50	50		

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Tribal A2	Boys	Mean (M)	86.16	82.52	3.64	
		S.D.	15.94	13.37		
	B2	N	50	50		

1.1.7 Emotional Maturity with reference to interaction of Social Status, Gender and faculty of Study:-

Null hypothesis Ho7 was constructed to examine whether there is any effect of Emotional Maturity among students with reference to Social Status, Gender and faculty of Study.

Ho7. There is no effects will be seen in Emotional Maturity of Students of mutual interaction of Social Status, Gender and Faculty of Study.

While Examining null hypothesis constructed under factorial design, F value of mutual interaction of Social Status, Gender and Faculty of Study ($A \times B \times C$) is seen 9.74 in table 1.2 .this F-Value holds significant difference at 0.01 levels. So, null Hypothesis is not accepted here.

While observing mean of mutual interaction in table 1.7 it become clear that means of Arts and Commerce Faculty of Tribal Girl Students are seen 93.74 and 87.52 respectively. Difference between means is seen 6.22 which show significant difference means of arts and commerce stream of Tribal Boys students are seen 88.76 and 94.14 respectively. Difference between means is seen 5.38 which show significant difference. Mean of arts and commerce Faculty of non tribal Girls students is seen 83.58 and 91.04 respectively. Difference between means is 7.46 which show significant different means of arts and commerce Faculty of non tribal boy students is seen 86.16 and 82.52 respectively. Difference between means is 3.64 which show significant difference.

Finding of the Study:-

- (1) Significant Difference is seen in Emotional Maturity among Tribal and Non-tribal Students.
- (2) No Significant difference among Boys students and Girls students with reference to Emotional maturity.
- (3) No Significant difference among students of Arts and Commerce Faculty with reference to Emotional Maturity.

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(4) No Significant interaction effects of Social Status and Gender is seen with reference to Emotional Maturity of students.

(5) No Significant effect of mutual interaction of Social Status and faculty of study is seen with reference to Emotional Maturity of students.

(6) No Significant effect of mutual interaction of Gender and Faculty of study are seen with reference to Emotional Maturity of students.

(7) Significant effect of mutual interaction of Social Status, Gender and Faculty of Study are seen with reference to Emotional Maturity of Students.

Suggestion of the Study:-

Research is a constant quest considering this fact the following suggestion are recommended to future researcher. There may be some limitation in the present study. The researcher has recommended several suggestions to avoid the limitations.

(1) Comprehensive exact and reliable result can be obtained by including broader sample from the University, so that the result can be generalized comprehensively.

(2) Research study can be explored considering frustration, tension, friction, worries of examination etc.

(3) Research study can be explored considering economic aspects of students.

(4) Research study can be explored with taking independent variables like Annual / Monthly income of parents, number of member in the family etc. which is not used here.

(5) Study can be taken on hand on Psychological wellbeing of students.

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