EMOTIONAL MATURITY ACROSS GENDER, LEVEL OF EDUCATION AND LEVEL OF SOCIAL SUPPORT

A Dissertation Submitted to the Domain of Psychology

In partial fulfilment for the award of degree of

MASTER IN GENERAL PSYCHOLOGY

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DECLARATION

I do hereby declare that the dissertation entitled "EMOTIONAL MATURITY ACROSS GENDER, LEVEL OF EDUCATION AND LEVEL OF SOCIAL SUPPORT" submitted in partial fulfillment of the requirement for the award of the degree of M.A. Psychology is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that Ms. Jimmy Gera has completed her dissertation entitled "EMOTIONAL MATURITY ACROSS GENDER, LEVEL OF EDUCATION AND LEVEL OF SOCIAL SUPPORT" under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.A. Psychology degree.

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ACKNOWLEDGEMENT

There are two categories of people, one who do work just to complete it and the second one who with full spirit, sincerity and honesty complete their assigned work with professional touch. At the beginning of this work I belonged to the first category but the spirit and enthusiasm shown by the dedication, sincerity and honesty towards the work by Dr. Komal Rai inculcated honesty and sincerity in me. I owe a great debt to her.

I am highly thankful to Dr. P.P Singh HOS, Lovely School of Education, and Dr. Pardeep Kumar HOD, Dept. of Psychology, Lovely Professional University, Phagwara for providing me a platform for successful completion of this work.

I am highly thankful to all the staff, faculty members, and librarian of Lovely School of Education, for their kind and sympathetic attitude and cooperation.

I am also thankful to all the teachers of Lovely Professional University, Phagwara Punjab state for their co-operation and wholehearted participation in research work.

My heartfelt gratitude goes to my parents, my sister Bindu Gera and my friends for their support, blessings, encouragement which plays a pivotal role for my higher academic pursuits.

Date ……………. Jimmy Gera

ABSTRACT

This study was conducted to investigate the emotional maturity across gender, level of education and level of social support. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study were 'To investigate the Emotional Maturity across gender'; 'To investigate the Emotional Maturity across of level of education; 'To investigate the Emotional Maturity across level of Social Support. The investigator selected 150 University Teachers out of which 50 were Doctorate, 50 Post Graduate and 50 were Graduate. As samples through purposive sampling. For collection of data the investigator used Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava and Social Support scale developed by Dr. Madhu Asthana and Dr. Kiran Bala Verma. For the purpose of drawing out results the investigator used statistical techniques like't- test, ANOVA, Linear Regression. The results of the study revealed that Emotional Maturity across gender (1) male teachers have significantly higher mean values than that of the female teachers. (2) It is inferred that there is significant difference among level of education for total Emotional Maturity of the university teachers. (3) Correlation between emotional maturity and social support indicates the actual contribution of social support to emotional maturity, the real covariance magnitude of predictor variable to the criterion variable came out 53.3%.

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CHAPTER-I

INTRODUCTION

Education is a formal mechanism to achieve perfection. It is the fundamental key to all procedures of development, particularly, human development. Education is necessary to holistic development of human potential-material and spiritual. It enhances perceptions and sensibility that contribute to national unity, a scientific temperament, scientific attitude and independence of mind and spirit (Bashir & Majeed). Education makes a man complete and socialized. The aim of education is to make a person physically, mentally, morally and totally mature, practical, job-oriented, independent, open-minded, helpful and perfect in every field. It enables us to improve knowledge and skills. If this education is based on positive side it develops and it helps to develop attitude. It completely changes our mind and personality and helps us to attain the positive attitudes. It is essential for both men and women to harmonious development to make better educated society. For every developed country higher educated people became base for growth of human resources. So, accurate education formulates the lively future of person as well as country. To remove all differences in community it is fundamental to enhance individual's mind to a higher level for improvement. So education provides us to ability to comprehend all the rights like human rights, social rights, fundamental duties and responsibilities towards the nation. Education institutions must give priority to the education than targets in life as is only gateway of real happiness and development in our lives.

1.1 EMOTIONAL MATURITY

The word "emotion is derived from the Latin word "Emovere" which means 'stir up'. Emotional maturity gives the kind of understanding of own feelings and understanding of others feelings and tries to understand the reality of the life. In our life, most of our difficulties arise because sometimes we are not able to understand our as well as others feelings, needs and sometimes we don't know that how to deal with the different situations of the life. Where there is an emotional situation we need to understand the emotions and by

understanding the emotions of ourselves we can try to connect with our feelings and needs, we are capable to fulfill our requirements as well as grow into a mature person. Basically, emotional maturity deals with the controlling of one's emotions and it also depicts our capacity to manage to check our emotions. By understanding of emotions, we can easily evaluate the others' emotional state and try to understand their actions. Relationship history also influenced a person's emotional maturity. Emotional intelligence plays an important role in everyone's life because it helps one to understand emotional maturity and emotional freedom. The basic rationale is how we can tackle any association is a key detectable aspect to check out our level of emotional maturity.

Charles E. Skinner defined it as an individual who is emotionally mature and who is capable to keep a lid on his feelings. He/she can suffer in silence; he can bide his time in spite of present discomfort. He is not subject to swings in mind, he is not volatile. When he does express emotion, he does so with moderation, decency and in good order.

1.1.1 THE NATURE OF EMOTIONS

Feelings and emotions are strictly subjective, individual, personal and intimate experiences. Feelings are always present in conscious liking and denote states of satisfaction or dissatisfaction, liking or disliking anything. Emotions are more complex than feelings and involve feelings, impulses to action and adjustment, bodily changes and excitement. In order to understand the educational significance of emotions and their development, it is essential to lay down criteria for distinguishing emotional and non-emotional experiences.

(a) Emotion is a stir-up condition involving disturbance, excitement, conflict or tension in behavior. In an emotional situation, some stimulus arouses or stirs emotions into action.

(b) An emotion is brought into action by the perception of some stimulus. Psychologically it is a complex experience involving perception and widespread characteristic bodily changes in the action of muscles, glands, and the autonomous nervous system.

(c) Every emotional state involves an impulse to action. There is a drive toward some kind of adjustment, to obtain satisfaction, to effect destruction, to escape or to gratify a desire. The emotion subsides to the extent to which adjustments are achieved.

Development of Emotional Maturity In the human growth and development 'emotional development' play a one of the major role. The emotions are like Fear, love and anger etc have a important role in the improvement of child's personality. Not only in his development and physical growth but also his social, intellectual, moral and aesthetic developments are organized by his emotional behavior and knowledge.

1. Emotional development during infancy: from his very birth, the little born infant cries and his physical actions seem to give indication of the existence of an emotional component in him.

2. Emotional development during childhood: during the period of infancy, the little baby is only anxious with his own well-being. Therefore, emotions are aroused generally by the situation which is associated to his immediate wellbeing. But as a growth of child, his own world grows enlarged and he has to reply to a variability of stimuli. In childhood period, inter-personal relationships and school environment and other contextual factors influence his emotional behavior.

3. Adolescence emotional development: in this period emotional balance is again disturbed, the adolescent once again experience the violent and rigorous existing of emotions with respect to emotional experiences. This period is intensively called stress and storm. Adolescents have very difficult to exercise and control his emotions. The number of changes likes functions of sexual glands and a fabulous increase in physical energy which makes him restless.

4. Emotional development during adulthood: during this stage development of emotions reaches its maximum in adulthood. At this period, all persons attain maximum emotional maturity.

1.2 CONCEPT OF SOCIAL SUPPORT

The extensive literature on social support incorporated that it is a key concern in our day to day lives. This construct has also developed as the moderator and mediator of stress.

Low level of social support has been related with risks for problems of emotional understanding, excessive worry, stress proneness and self-preoccupation (Blazer, 1982, House et al., 1982).

The construct of social support has defined by the researches as social bounds (Henderson, 1977), social networks (Muller, 1980) meaningful social interaction (Cassel, 1976), accessibility of social confident (Brownell et al., 1975) and human friendship (Lynch, 1977). In other words, it may be stated that social network resources indicate the type and number of existing relationship person having who provide him help whenever he needs. Cohen and Syme (1985), and House and Kahn (1985) called social network as structural support. Structural support refers to the existence of an interconnection between socialities (e.g. marital status, close family, and friends) participation in group activities and religious group activities.

Social support is multidimensional concept which not only denotes that the person has a social relationship but also specifies that he is respected and cared for. As a product of societal doings or communications as he perceives that a support can come from numerous sources- the person's spouse or lover, family, friends, co-workers, physician or community organizations. Another aspect of social support is the kind of assistance a person receives from others i.e. personal, emotional, informational practical, and instrumental. It is more concerned with the quality and amount of support given by different resources. Bowley has also concluded that the availability of social support bolsters the capacity withstands and overcome frustrations and problem-solving challenges.

1.2.1 TYPES OF SOCIAL SUPPORT

Researchers have suggested that there are five (5) types of social support (Schaefer et al., 1981, Cohen & Mckay, 1984, House, 1984, Wills, 1984, Cohen and Wills, 1985, Cuttrona & Russell, 1990,).

1. **Emotional support:** it includes the expression of sympathy, caring, and concern towards the individual. It encompasses the individual with a sense of relief, encouragement, and belongingness and of being loved in periods of stress.

2. **Esteem support:** esteem support happens through individuals' expression of positive regard for the person, agreement and encouragement with the person's feelings or ideas, and positive association of the creature with others such as individuals who are less capable or worse off. This type of support is necessary to build the person's feeling of competence and self-worth of being valued.

3. **Tangible or instrumental support or functional support:** this type of support encompasses straight assistance, as when individuals give money or tend to help out the person at the time of stress.

4. **Informational support:** informational support comprises giving directions, advice, suggestions or comments about how the individual is doing. For example, if a person is ill might get information from a physician or family and how to treat the illness.

5. **Network support or structural support:** in this type a person gets a feeling of membership in a group of individuals who share social interests and social activities.

Recently social support has been classified into two categories: perceived support and received support. Perceived support most generally refers to the psychological sense of support derived from feeling loved, valued and part of a network of reliable and trusted social relationships (Gottlieb, 1985). Received support, on the other hand, represents concrete instances of helping derived from one's social network, with this help or 'provisions' usually being categorized as emotional support, instrumental support, appraisal support, and informational support (House & Kahn, 1985). Some authors have used the term 'enacted' support in the place of received support (Barrera, 1986; Tardy, 1985).

The type of support a person receives and needs depends on the stressful events. For example, instrumental and structural support may be more important for friends and family members. Emotional and informational support may be particularly important people who are seriously ill.

Social support has emerged as a significant construct in the stress literature. Usually social support refers to helpful social interactions that make people feel better. People who interact closely with friends and relatives are better able to avoid illness and if illness occurs, to recover from it sooner than those who are interpersonally isolated.

Social support consists of support in several forms from the family, community, and other social institutions like religion and the state. The growing body of literature documents the importance of social support network in maintaining good morale. Adequate social support system helps the individual avoid internalizing diminished views of themselves. The greater integration in a social network is associated with fewer mental and physical health problems (Miller and Misher, 1964).

Social support can generally be defined as the availability and dependability that a person gets from people closely associated with him. People who believe that they belong to a social network of communication and mutual obligation, experience social support (Handerson et al, 1978).

There is a growing recognition that social support is a complex, multifaceted phenomenon. Tardy (1985), Payne and Jones (1957) have distinguished different facets or dimensions of social support, the sources, the content or types, the disposition, the evaluation and the direction of support.

1.2.3 ASPECTS OF SOCIAL SUPPORT:-

There are three aspects of social support:-

1. **Social network resources**
2. **Supportive behavior**
3. **Subjective appraisal of support**

Bowlby (1969) defined social network resources as the available social network relationship that objectively may be called upon for help in times of need, and that offer stable attachments to a social group in other words, social network resources indicate the type and number of relationships the person is having who provide him/her help whenever need. Cohen and Syme (1985) network as structural support.

The second aspect of social support is the kind of help person receives from others, i.e. emotional, personal, informational, and instrumental. It is more concerned with quality and quantity of help extended by different sources.

Regarding third aspect, cognitive theorists have pointed out that is not the availability or the receipt of support that is important, but its perception or feeling that

he/she has supportive network and can get supportive behavior whenever he/she needs. It has beneficial facilitative positive effect.

1.2.4 MODELS OF SOCIAL SUPPORT

Research on social support examines how assistance from others is related to physical and mental health. Several models of social support have been proposed.

1. **Number of social contacts:** early studies often defined social support in terms of a person's number of social contacts. Berkman and Syme (1979) found that with more extensive social contacts lives longer. In general, social ties are a good predictor of better health and longer life(House and Kahn,1985) especially for men

2. **Number of helpers:** a second model of social support focuses on the number of helpers available to a person in need. This perspective defines social support in terms of the number of people from whom an individual has received support in recent past. Individuals with a greater number of providers should have better health. It seems reasonable, but in some studies it has been found that those with more providers experience worse health. Such findings illustrate the interactive nature of social support.

3. **Intimacy:** a third model of social support emphasizes the quality of a person's relationships rather than their quantity. The intimacy model predicts that having a close, confiding relationship with a significant other will be associated with better health. And often it is, women who have an intimate relationship with a spouse or boyfriend are likely to become depressed than those without such a relationship (Brown and Harris, 1978: Costello, 1982).

4. **Perceived availability:** the fourth model of social support defines it in terms of its perceived availability (Sarason et al, 1983) compared with those who doubt the adequacy of their social resources. Individual who believe that ample support is available to them cope more effectively in many different situations. The person who perceives high levels of available social support are optimistic. Such individuals possess a strong sense of self efficacy, positive evaluation of self, low anxiety and positive expectations about social interactions.

1.2.5 EFFECTS OF SOCIAL SUPPORT

There are a number of ways in which social support can affect health.

1. **Buffer stock:** affectionate assistance from others was thought to provide a buffer against stress (Cassel, 1974; Cobb, 1976). In a buffer effect, stress and social support interact. When stress is low, social support does not matter, but when stress is high, social support protects the individual from harmful consequence. Thus the combination of high stress and low support produces worst health and vice versa.
2. **Main effect:** there is a direct relationship between social support and health. I n a main effect, social support enhances well being regardless of the level of stress experienced. Direct effects on health may occur, at least in part, through enhanced functioning of the immune system. Hence, social support is beneficial to overall health, irrespective of stress exposure.

The perception of social support available as adequate or inadequate affects people's life satisfaction (Shashi Bala, 2005) and so also their behaviour at the face of stressing situation. Therefore it is important to assess the amount of social support available to the individual and this scale is a modest attempt in this direction.

1.3 LEVEL OF EDUCATION

The level of education is another variable of the study. Teachers have a different level of education which is required for teaching at different grades e.g. T.G.T. Teachers are trained graduate for teaching up to class X, PGT Teachers for teaching up to class XII and higher qualification like M.Phil., Ph.D. etc. is an essential qualification for teaching at degree colleges and for university level. Higher education is expected to provide more confidence among teachers. It provides more knowledge, more illumination of mind and a greater level of confidence. Their confidence is expected to further improve due to better job opportunities with higher salaries if they are better qualified.

CHAPTER II

REVIEW OF RELATED LITERATURE

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the related studies. Only then will an effective search for specialized knowledge is possible. The search for reference is time consuming but a very fruitful phase for research programmed.

If any research work further work is possible only if the related knowledge of the past is kept in view. The study of related literature enables an investigator to avoid overlapping and acquaints with the nature and the level of research already done and also indicates what remains to be done.

Behera & Rangaiah (2016) investigated the level of emotional maturity among traditional dancers as a function of dance style, gender and residency. Following a 2 x 2 x 2 factorial design was adopted, 389 traditional dancers were included for study through purposive sampling technique. The sample selected on pertinent characteristics i.e., dance style, gender and residency. The Emotional maturity Scale (Singh & Bhargav) was used to collect the data from respondents and revealed that Odissi dancers showed higher level of emotional maturity than folk dancers. Furthermore, the various dimensions of emotional maturity were found significant differences among traditional dancers along with interaction effects.

Wani & Masih (2015) explores the level and difference of emotional maturity among university students. The sample of the study was 100 including post graduates and research scholars. The results of the study are that majority of research scholars and postgraduates students are emotionally unstable. Male students are emotionally immature than their female counterparts on personality disintegration a dimension emotional maturity. A significant difference was found between research scholars and postgraduates on personality disintegration, a dimension of emotional maturity. The study concludes that students at

university must be trained to identify their level of emotional maturity, as they are at the uppermost bench of learning.

Panth, Chaurasia & Gupta (2015) explored the relationship between emotional maturity and adjustment of a college student and to see the impact of gender & stream on emotional maturity and adjustment the sample of 100 students were selected from the different college of Lalitpur. The data were analyzed with the help of Mean, SD, test, and correlation. They revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. They also found that there were a significant difference between art & science student in EMS but not significant in AICS.

Ju, Lan, Li, Feng (2015) explored the mediating influence of workplace social support on trait emotional intelligence and burnout of teachers. Three hundred seven Chinese teachers at middle schools were selected for sample of study. The results are that workplace social support partially mediated the association between trait emotional intelligence and teacher's burnout. Further age and grade are not moderated the association between teachers burnout and trait emotional intelligence. Both workplace social support and emotional intelligence can predict teacher's burnout.

Fabio & E. Kenny (2015) explored the association between emotional intelligence and support from friends and teachers with indices of adaptive career development. The sample of study was 254 high school students at Italy. A significant positive relationship was found between dimensions of emotional intelligence and social support of teachers with self-perceived employability and resilience.

Sabeena & Rathi (2015) explored the relationship between Emotional Maturity and leadership style of the teachers. The objectives of the study were to find the significant difference in emotional maturity of teachers at different levels of education and different age groups. The result of the study reveals that there is low positive correlation between emotional maturity and leadership styles of teachers. But there is significant difference between teachers at different levels of education with reference to their emotional maturity.

Makwana (2015) conducted a comparative study regarding emotional maturity among boys and girls under graduate students. Results show that there is significant

difference between emotional maturity among girls and boys, rural and urban under graduate students. there is significant difference between emotional maturity among arts and commerce faculty undergraduate students. There is significant difference between emotional maturity among arts and science college under graduate students . There is significant difference between emotional maturity among commerce and science faculty under graduate students.

Rani & Kumari (2014) investigated a relationship between emotional maturity and adjustment of D.Ed. students and to see the impact of gender and types of institutions on emotional maturity and adjustment the sample of the study was 100 students of D.Ed. selected from different colleges of Sonipat and revealed that the Girls students are more emotionally mature than boy's students. The girl's students are more adjusted to their environment than boys' students and the government students are having more capabilities for adjustment than private students. They also found that there exist a significant relationship between student's emotional maturity and adjustment level.

Siddiqi (2014) explored the emotional maturity of male and female secondary school teachers in Aligarh district the sample of 300 teachers was randomly selected, out of which 150 were male and 150 were female teachers. Statistical techniques were used like mean, SD, and t-value reported that there is a significant variation between the emotional maturity of male and female secondary school teachers.

Rajkumar (2012) conducted a study on emotional maturity and gender differences in government employees. 100 government employees were selected by random sampling and they reported that the female employees were significantly better than the male employees in the area of emotional maturity skills and there is a significant gender difference in an emotional maturity.

Kong, Zhao, Xuqun (2012) examined the role of emotional intelligence (EI) and social support in mental distress and life satisfaction. The sample of the study was 678 Chinese young adults. The results revealed that social support mediated the association between emotional intelligence and life satisfaction as well as emotional intelligence and mental distress. Furthermore, it was revealed that males was high in emotional intelligence scores are more likely to gain better social support as compared to their female counterparts.

Subbarayan & Visvanathan (2011) explored the level of emotional maturity of college students and the gender difference in emotional maturity. Study reported that the emotional maturity of college students is extremely unstable. There was a significance difference between the pairs of the college female and male students, Hindu and Muslim students and Hindu and Christian and Other Community and Backward Community students, Other Community and Most Backward Community students.

2.1 STATEMENT OF THE PROBLEM

The emotional maturity, level of education and social support are the important three aspects in the behavior of the teacher because their behavior influences the students at a greater level. As the students teachers are the foundation pillars of the future generation the study of emotional maturity and social support are significant. Therefore the present investigation is taken up to find out the different levels of 'Emotional Maturity across Gender, Level of Education and Level of Social Support'.

2.2 SIGNIFICANCE OF THE STUDY

In this 21st century people are becoming more techno-savvy day by day because we all are surrounded by the technology. With this rapid life people are facing many adjustment problems, they hardly able to understand when to react and when to respond because emotional maturity is deteriorating. Now a day's people especially young generation is lack in emotional maturity.

This study will give idea about is there any link exist between education level and emotional maturity because if we compare present with past people are more educated but not very emotionally mature now a days. Secondly, is link exist between level of social support and emotional maturity , because of advanced technology and social networking sites people do not go for face to face interaction, there actual social support is missing today. This study will provide the some sort of clear picture regarding the role of social support and education in emotional maturity.

2.3 OBJECTIVES

Current study starts with the following objectives

1. To investigate the Emotional Maturity across gender.
2. To investigate the impact of Emotional Maturity across level of education.
3. To investigate the Emotional Maturity across level of Social Support.

2.4 HYPOTHESES

1. There is no gender difference in Emotional Maturity.
2. There is no impact of level of education on Emotional Maturity.
3. Social support is not a predictor of Emotional maturity.

CHAPTER III
METHODOLOGY

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done. Research methodology is a systematic procedure which carries on the research work in the scientific and valid manner. It provides tools and techniques by which research problem is dealt with.

3.1 RESEARCH DESIGN

The present study was descriptive in nature. The main focus in the investigation was to study the 'Emotional Maturity across Gender, Level of Education and Level of Social Support'.

3.2 SAMPLE

The present study was conducted on Teachers of age (25-34) of Lovely Professional University. The total sample was 150 out of which 50 were Doctorate, 50 Post Graduate and 50 Graduate. The total sample was drawn by using purposive sampling.

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                    TOTAL
                    SAMPLE
                    (150)

        Ph.D.          Post Graduate        Graduate
        (50)              (50)               (50)

    Male    Female     Male    Female     Male    Female
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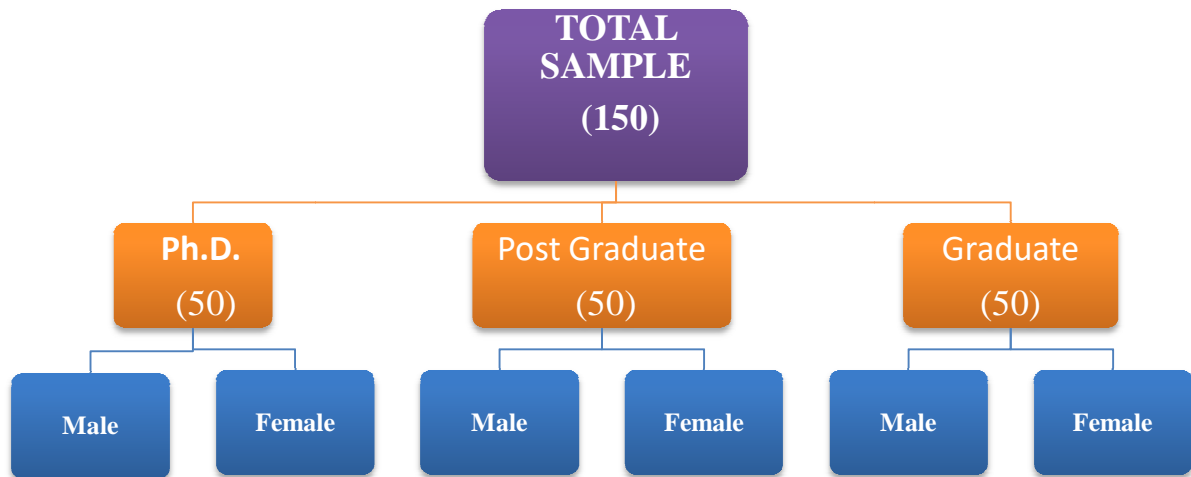
3.3 TOOLS USED

1. **Emotional Maturity Scale** developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The scale includes items for the assessment for Emotional Maturity. This scale consists of 48 items which measure the level of emotional maturity.

2. **Social Support Scale** developed by Dr. Madhu Asthana and Dr. Kiran Bala Verma the scale includes items for the assessment for Social Support. This scale consists of 35 items which measure the level of Social Support.

3.4 DESCRIPTION OF TOOLS

Description of the tools is given below:

3.4.1 Emotional Maturity Scale (EMS)

The scale was developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The investigator used EMS scale to test the emotional maturity of the senior secondary school students. The scale includes items for the assessment for emotional maturity. It has 48 items responded by putting a tick on one the appropriate choice of the individual, scoring will be done with the help of scoring key.

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The reliability of Emotional Maturity: The reliability of the scales determined by (i) Test-retest Method, and (ii) internal consistency.

I. **Test-retest Reliability-** the scale was measured for its test- retest reliability by administering upon a group of collegiate students (N= 150) including male and female. The time interval between the two testing was that of six months. The product moment r between the two testing was 75.

II. **Internal Consistency –** the internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five areas.

3.4.1.1 VALIDITY

The scale was validated against external criteria, i.e. the Gha area of the adjustment inventory for college students by Sinha and Singh. The inventory has 'Gha' area measuring emotional adjustment of college students. The number of items of this scores on all twenty–one 'Gha' items and total scores on all twenty-one 'Gha' items and total scores on EMS was .64 (N=46)

3.4.2 Social Support Scale (SSS)

Social Support scale (SSS) measures perceived social support of adult population on a five point response format. This scale covers three aspects of social support, which are as follows

1. Emotional Support
2. Informational Support and
3. Instrumental support

This scale provides a total social support score as well as the score on the above three dimensions.

Selection of the items was made after a careful review of the relevant literature on the subject and discussions with subject experts. Items of the scale were made more meaningful in the Indian context.

100 items (50, 20 and 30 for the above three dimensions respectively) were constructed for the scale. Half of the items of each dimension were positively worded and

the remaining half was negatively worded. Three judges rated the face validity of the items on a five point scale (irrelevant, slightly associated, moderately associated, considerably associated, and associated). These ratings were given scores of 1,2,3,4 and 5 respectively. As a result of scrutiny, 37 such items were dropped which had a mean rating of below 3.

The preliminary format of SSS with 63 items was tried out by administering it on a sample of 200 subjects belonging to various socio cultural, age, gender and educational groups. For item analysis biserial coefficients were computed. The significance of correlation at .001 level was fixed as the criterion for retaining an item. On the basis of significance only 35 items, out of 63, were selected to constitute the final form of the scale, among which 25 were positively worded and 10 were negatively worded. The responses were to be obtained on a 5 point response format- 'strongly agree', 'agree', indefinite', 'disagree' and 'strongly disagree'.

3.4.2.1 ADMINISTRATIONSSS

SSS may be administered individually or in group as required. The instructions on the test form are sufficient to take care of the statements that are given. Administration of SSS generally takes 15 to 20 minutes. However, no time limit is given for the test.

3.4.2.2 SCORING

Serial numbers of positively and negatively worded items of every dimension of SSS are given in table 1.

Table -3.4 Item numbers included in various dimensions of SSS

Dimensions	Items	Serial number of items	Total
1. Emotional Support	Positive	1,4,5,7,8,10,15,18,19,23,24,25,31	13
	Negative	2,3,9,12,21,26,35	07
2. Informational Support	Positive	17,27,28,29,30,32	05
	Negative	27	01

3. Instrumental Support	Positive	6,11,13,14,16,20,22	07
	Negative	33,34	02

Scoring is done in the following manner-

	Strongly agree	**Agree**	**Indefinite**	**Disagree**	**Strongly disagree**
Positively worded items	4	3	0	2	1
Negatively worded items	1	2	0	3	4

The maximum possible score for SSS is 140 and the minimum is zero, High score on SSS are indicative of better perceived social support. Separate scores for each dimension may also be computed. The maximum and minimum scores for each dimension is given below.

	Min.	Max
Emotional Support	0	80
Informational Support	0	24
Instrumental Support	0	36

Analysis of each dimension tends to provide additional information, which may not readily be revealed in inspection of the total score only. Raw scores should be converted into T scores with the help of table -3, 4, 5 and 6.

3.4.2.3 RELIABILITY

Test retest reliability of the scale was established by administering the scale twice on a sample of 100 subjects with a time gap of two weeks. The coefficient of correlation was found .81, indicating higher reliability of the scale.

3.4.2.4 VALIDITY

Construct validity of the test was determined by finding coefficient of correlation between scores on SSS and P.G.I. Social support questionnaire (Nehra and others, 1998). It was found +.59, showing moderate validity.

3.4.2.5 NORMS

T-score norms have been prepared by administering the scales on a sample of 500 male and female subjects of various age, socio- cultural and educational groups. Explanation of T scores is given in table:-

T-Score Range	Explanation
69 and above	Very high social support
57-68	High social support
44-56	Average social support
32-43	Low social support
31 and below	Very low social support

3.5 PROCEDURE OF DATA COLLECTION

The investigator collected the data from teachers of Lovely Professional University by using descriptive survey method. The investigator visited the different departments of LPU, met the teachers and discussed with them about the objectives of the study, they were first convinced that the information provided by them will be kept confidential and will be used only for the purpose of the research work. The social support and emotional maturity scale were distributed to teachers and instructions were provided to them to fill the questionnaires. There was no time limit to fill up this. After completion, social support and emotional maturity scale were collected from the teachers and scoring was done. After scoring the response sheets, data was analyzed using appropriate statistical techniques.

3.6 STATISTICAL TECHNIQUES

The obtained scores of all the scales were analyzed using 't'- test to verify Ho1. .ANOVA was used to verify Ho2. Linear Regression was used to verify Ho3.

CHAPTER IV

ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis and their corresponding interpretation in accordance with hypotheses. The analysis and interpretation represents the application of inductive and deductive logic to the research process. Analysis means categorizing, manipulating of data to reach at the solutions of the research problem. Interpretation calls for a critical examination of one's analysis. The depiction of results and their interpretation is considered the most important part of research work as it verifies the hypotheses and eventually leads to conclusions of study. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical techniques.

Analysis of data means studying the tabulated data in order to determine the inherent facts. It involves breaking up of the complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation. The research has no meaning if the data

are not analyzed and interpreted. Therefore, analysis is very essential in research. The data analysis, result and interpretation of findings have been presented as follows:

4.1 Results pertaining to investigate the emotional maturity across gender.

4.2 Results pertaining to investigate impact of emotional maturity across level of education.

4.3 Results pertaining to investigate the emotional maturity across level of social support.

4.1 Objective 1: To investigate the emotional maturity across gender.

Hypothesis: There is no gender difference in emotional maturity.

One of the objectives of the present study was to investigate the emotional maturity across gender. To study this objective, researcher has collected data by administering emotional maturity scale efficacy scale on university teachers. Table 4.1 shows the mean differences in emotional maturity of university teachers with regard to gender.

Table 4.1: Mean score difference between male and female university teachers in   Emotional Maturity

Areas of Emotional Maturity	Male			Female			t-value	p
	N	Mean	SD	N	Mean	SD		
Emotional Stability	75	21.75	6.822	75	22.77	7.049	.906	.626
Emotional Progression	75	23.81	6.657	75	22.51	6.143	1.26	.471
Social	75	26.09	3.714	75	23.53	5.997	2.12*	.009

Adjustment								
Personality Integration	75	22.93	5.905	75	22.03	6.202	.917	.423
Independence	75	20.31	5.467	75	20.37	5.400	.075	.687
Total Emotional Maturity	75	112.89	20.71	75	98.49	24.39	.725	.062

*Significant at 0.05 level

**Significant at 0.01 level

Table value at 0.05* and 0.01** levels of significance is (critical value of 't') 1.96 and 2.59 respectively. From the perusal of the table 4.1, it is revealed that t-value between male and female of university teachers on social adjustment dimension of emotional maturity is 2.12 which is statistically significant with **.009** significance value at 0.05 level and 0.01 level. However on dimensions of emotional stability, emotional progression, personality integration and independence of emotional maturity t- value comes to be .906, 1.26, .917, and .075 respectively which are statistically insignificant.
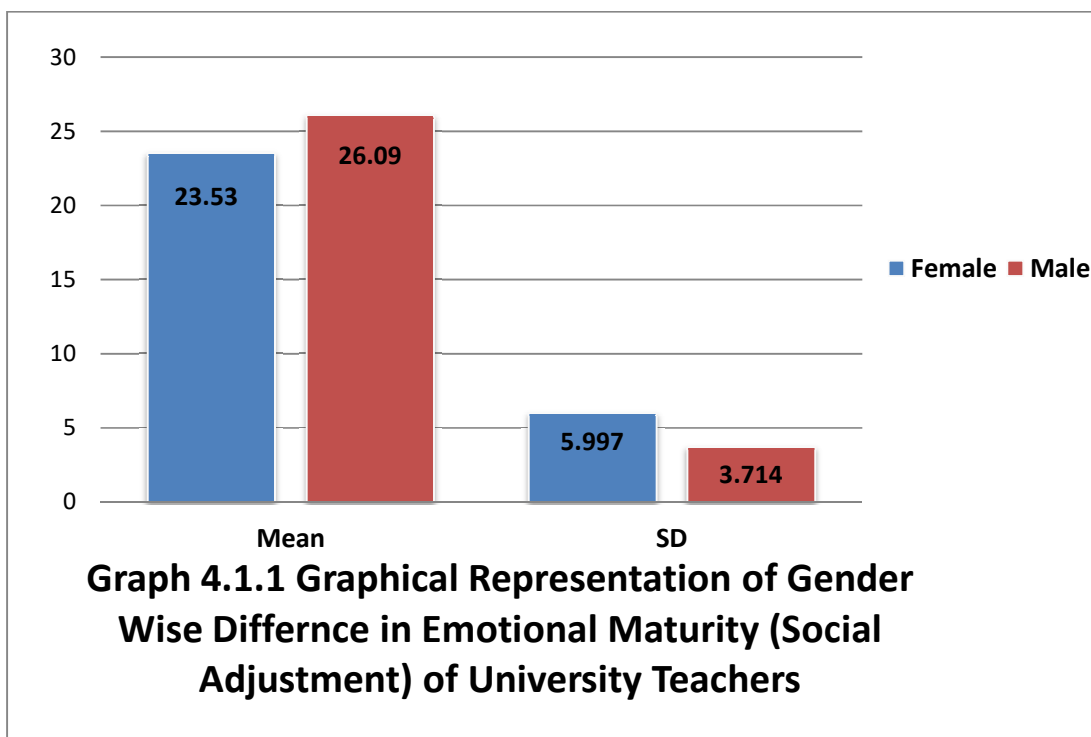
Graph 4.1.1 Graphical Representation of Gender Wise Differnce in Emotional Maturity (Social Adjustment) of University Teachers

It indicates that the male and female of university teachers differ significantly in their emotional maturity. The male teachers have significantly higher mean values than that of the female teachers. It is also mean that higher the score on emotional maturity of the males indicates the females are emotionally more mature than that of the males. The results support the studies by Subbarayan and Visvanathan (2011), Singh et al (2013) and Kumar (2014). Female teachers have better emotional maturity than male teachers; the results contradict with the findings by Aleen and Sheema (2005), Manoharan et al (2007), Subramanian (2011), Bhawner (2012) and Sinha (2014). The emotional maturity score gained are interpreted as higher the score means higher emotional immaturity. Therefore, the null hypothesis (1) formulated earlier i.e. **"There is no gender difference in emotional maturity"** is partially rejected.

4.2 Objective 2: To investigate the impact of emotional maturity across level of education.

Hypothesis: There is no impact of level of education on emotional maturity.

Table 4.2 Summary of Analysis of variance: Emotional maturity dimensions wise with respect to Level of Education

Dimensions	Sources of variation	Sum of square	Mean square	df	F-value	p
Emotional Stability	Between groups	213.120	106.560	2	2.255	.057
	Within groups	6947.740	47.264	147		
	Total	7160.860		149		
Emotional Progression	Between groups	298.360	149.180	2	3.756*	0.017
	Within groups	5837.800	39.713	147		
	Total	6136.160		149		
Social Adjustment	Between groups	116.093	58.047	2	1.749	.567
	Within groups	4878.180	33.185	147		
	Total	4994.273		149		
Personality Integration	Between groups	55.240	27.620	2	.752	.428
	Within groups	5402.200	36.750	147		
	Total	5457.440		149		
Independence	Between groups	493.320	246.660	2	9.354*	0.013
	Within groups	3876.340	26.370	147		
	Total	4369.660		149		
Total Emotional Maturity	Between groups	3042.653	1521.327	2	3.062*	0.023
	Within groups	73026.420	496.778	147		
	Total	76089.073		149		

*Significant at 0.05 level

**Significant at 0.01 level

F value of 2/147 at 0.05 and 0.01 (F- table) is 3.06 and 4.75 respectively.

From the table 4.2 it is observed that for total Emotional maturity F=3.062, at df =2 and 147, which is significant at 0.05 level F = (2,147) = 3.062, p <.05),   It is inferred that there is significant difference among level of education for total Emotional Maturity of the university teachers. The results about the dimensions of Emotional Maturity are: Emotional

Stability F (2,147) = 2.255, p>.05), Emotional Progression F = (2,147) = 1.749, p <.05), Social Adjustment F (2,147) = 1.749, p>.05), Personality Integration F = (2,147) = .752, p >.05), and Independence F = (2,147) = 9.354, p<.05). As F values for the dimensions Emotional Progression, Independence and total Emotional Maturity of the university teachers and their level of education are significant at 0.05 level.

Table 4.2 reveals that there is a significant difference among teachers at doctorate level, masters' level and graduate level with respect to emotional maturity at 0.05 levels. Thus the investigators went for Post Hoc according to Tukey Model.

Table 4.2.1 Post Hoc – Multiple Comparisons

Dependent variable: Emotional Maturity

Tukey HSD

(I) Level of education	(J) Level of Education	Mean Difference (I-J)	Std Error	Sig.
Doctorate	Post- Graduate	-10.20*	4.458	.000
	Graduate	-8.74	4.458	.126
Post-Graduate	Doctorate	10.20*	4.458	.000
	Graduate	1.46	4.458	.943
Graduate	Doctorate	8.74	4.458	.126
	Post- Graduate	-1.46	4.458	.943

*significant at 0.05 Level

Table 4.2.1 shows that there is a significant difference in emotional maturity of Doctorate and Post-Graduate teachers of university. The teachers from post graduate level are more emotionally matured than the teachers from doctorate level also there is no significant difference in the emotional maturity of teachers of graduate with doctorate and post graduate. Thus hypothesis 2 i.e. there is no impact of level of education on emotional maturity is rejected.

4.3 Objective 3: To investigate the emotional maturity across level of social support.

Hypothesis: social support is not a predictor of emotional maturity.

Table 4.3 Represents Simple Linear Regression analysis, effect of Social Support on Emotional Maturity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	.730[a]	.533	.528	1.669	.000

a. Predictors: (Constant), social support

b. Dependent variable: Emotional Maturity

The above table shows the model summary indicating one predictor of the model, in which correlation between emotional maturity and social support was found to be R=.730, and R Square=.533 which indicates the actual contribution of social support to emotional maturity, the real covariance magnitude of predictor variable to the criterion variable came out 53.3%. Overall the regression model statistically significant predicts the outcome variable i.e. it is good fit for data.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 CONCLUSIONS

Conclusion is the essential aspect of an investigation. They provide a finishing touch and review to the whole critical work. Conclusions hold significant importance. This part of the study plays an important role in any research work. Results of research show acceptance and rejection of hypotheses. Investigator conducted a study on 'Emotional Maturity across gender, level of education and level of social support'. Following conclusions were drawn on the basis of analysis and interpretation:

1. Emotional Maturity across gender of university teachers on social adjustment dimension of emotional maturity is 2.12 which are statistically significant. However on dimensions of emotional stability, emotional progression, and personality integration and independence of emotional maturity value comes to be statistically insignificant. It indicates that the male and female of university teachers differ significantly in their emotional maturity. The male teachers have significantly higher mean values than that of the female teachers. It is also mean that higher the score on emotional maturity of the males indicates the females are emotionally more mature than that of the males. The emotional maturity score gained are interpreted as higher the score means higher emotional immaturity.

2. Total Emotional maturity F=3.062, at df =2 and 147, which is significant at 0.05 level. It is inferred that there is significant difference among level of education for total Emotional Maturity of the university teachers. As F values for the dimensions Emotional Progression, Independence and total Emotional Maturity of the university teachers and their level of education are significant at 0.01 and 0.05 level of confidence. The teachers from post graduate level are more emotionally matured than the teachers from doctorate level also there is no significant difference in the emotional maturity of teachers of graduate with doctorate and post graduate. Thus hypothesis 2 i.e. there is no effect of level of education on emotional maturity is rejected.

3. Correlation between emotional maturity and social support was found to be R=.730, and R Square=.533 which indicates the actual contribution of social support to emotional maturity, the real covariance magnitude of predictor variable to the criterion variable came out 53.3%.

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5.2 RECOMMENDATIONS

The purpose of research is not just collecting data, interpreting data and drawing conclusions. To make research meaningful and useful it is essential that the investigator puts forward recommendations which may help the concerned authorities to frame policies and bring about changes in the existing system. Recommendations mean something that is recommended as advisable. Recommendations are based on research and on any other relevant information available to the researchers. These are the guidelines which show that which things keep in mind to solve any problem. The following recommendations were given by the researcher based on the study:

1. Since the male of the university teachers possess greater emotional maturity (social adjustment) as compared to their counterpart' females of university teachers, hence it is recommended that males of university teachers should be provided with more opportunities to develop the sense of belongingness, goodwill and cooperation. The higher authority should analyzed the different dimensions of emotional maturity such as the ability to give and receive love, the ability to face reality and deal with it, just as interested in giving as receiving, the ability to learn from experiences and the ability to accept frustration.

2. Emotional maturity is an essential component for the development of a better personality which is indispensible for an effective teacher.

5.3 SUGGESTIONS

Every investigator after completing his/her piece of research inevitably becomes aware of areas in which further research is needed. The researcher by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken by prospective researchers:

1. Emotional Maturity university teachers may be investigated in relation to their analytical ability, reasoning ability and teaching aptitude. Social Support may be investigated in relation to stress, mental health, resilience and happiness. Level of Education may be investigated in relation to their social mobility, depression, socio-

economic status and physical health. Similar study may be replicated on larger data to ensure wider generalizations and recommendations.

2. Try to see yourself as others see you. Ask important people for feedback about your behavior. Face your reality and deal with it.

3. Practice acting selfish and unselfish, and notice how people react.

4. Search for a meaningful sense of life and find worthwhile goals. As you find your sense of life and you'll find a joy that is reserved for the emotionally mature.

5. Studies can be carried out in relation to emotional maturity of students at primary, secondary and university level.

6. Studies can be carried out in relation to emotional maturity and emotional intelligence of students at different levels.

7. Similar study on teachers/students will be a significant area of research to depict their personality characteristics.

8. Many others cross sectional comparisons of various other categories of students like poor/rich, tribal and non-tribal studying in government/private schools may be carried out.

9. Studies can be carried out in relation to emotional maturities in different communities including minority groups.

10. Studies can be carried out in relation to emotional maturities with respect to students at secondary level coming from nuclear and joint family structure.

11. The relationship between family members and friends has bearing on emotional maturities and forms another area of research.

5.4 DELIMITATIONS OF THE STUDY

1. The study was confined to teachers of lovely professional university.

2. The sample was restricted to the Doctorates, post graduate and graduate teachers.

3. The sample size was restricted to 150 teachers only.

4. The study is limited to collect information about independent variables like Gender, Level of Education and Social Support.

5. The study is limited to collect information about dependent variable emotional maturity only.

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