CHAPTER - I

INTRODUCTION

In the recent years it is being increasingly realized that the traditional Indian culture is undergoing considerable transformation under the impact of western education, urbanization and industrialization which constitute the broad process of modernization. In general there is a widespread feeling that most of the professionals are emotionally and socially immature. In particular, present situations emphasize on personal growth as opposed to social development, non-committed attitude, inconsistency in behaviour across situations, increase in violence, corruption, indiscipline, social tension etc. have become part of the contemporary reality, experienced in everyday life of the people and same is true with professional students. The scholars in various fields have also recognized shades of their changes in their diverse manifestations. As a result instability, unpredictability, and ambiguity have become the major features of the contemporary social life.

These days professionals are facing a wide range of challenges before them and they have to have the ability to counter these challenges if they want to be active members of the society. For this they have to acquire the characteristics of the socially mature person. But as soon as they enter in the professional colleges, they start acting like a machine without understanding the social issues and social development. Most of our professionals are committed to their professions but lacks commitment to basic human values, society and nature.

Family and school experiences, too, play an important role for the social development of the students. These influences are manifold and have a direct bearing on the personality of the
student. Since all the developmental stages (physical, intellectual, social and emotional) are completed by a student at home and educational institution, the question of relationship of emotional maturity with social intelligence and background of family (i.e. socio-economic status) is of concern to researchers.

1.1 CONCEPTUAL FRAMEWORK

1.1.1 EMOTIONAL MATURITY

Emotions:

What do happiness; fear, anger, affection, shame, disgust, surprise, lust, sadness and love have in common? These are emotions, which directly affect our day-to-day life. Human emotions are important on several levels. Psychologically, individuals are motivated to seek happiness, to pursue the pleasures and joys of life. Individuals fear pain and try to avoid it in all its many forms- hurt, suffering, grief, and distress (Lazars and Launier, 1978) yet they sometimes get caught in the complexes of moods and emotions in ways difficult to escape.

Physiologically, prolonged and severe emotional distress has been shown to contribute to impairments to the cardiovascular, respiratory, and immune systems (Hall, 1993; Moyers 1993; Sarafino, 1990). Socially, our emotions can have profound interpersonal and intergroup significance, which can range from the emotional love and bonding between infant and parent, which builds trust and social responsibility, to the eruptions of anger, distrust, hate, fear, and violence between groups caught by conflict and polarized intergroup relations.

In this bio-psycho-social holistic perspective, emotions are of substantial importance to physical health and emotional well-being. The fear and frustration, the joy and hope, the resentment and hate, the affection and love, the disillusionment and despair,
and the jealousy and curiosity—the emotions of life signify meaningful events, developments, and shifts in well-being of individuals.

Emotions are human beings’ warning system that alert them to what is really going on around them. Emotions are our responses to the world around us and they are created by the combination of thoughts, feelings and actions. What is most important is for each of us to learn that we create our own emotions.

Emotion impels a state of being stirred up or aroused in one way or another. It involves extensive visceral disturbance and include many feeling tones or varying degrees of satisfaction or annoyance. Feeling may be a simple degree of emotional experience. The difference between the two lies largely in the fact that feeling is more localized. Also feeling tones accompany all of man’s experiences while emotion is more intensive and is marked by more violent visceral reactions. Psychologists and physiologists are in agreement that emotion involves feelings, impulses and physiological reactions, impulses or inner drives toward action of one kind or another may occur in many combination and gradations.

In defining emotion attention should be directed toward bodily activities involved, overt behaviour and accompanying feelings and impulses. An emotion then is an affective experience that accompanies generalized inner adjustment and mental and physiological stirred up state in the individual and that shows itself in his overset behavior. It may be stated that an emotion is a dynamic internal adjustment that operates for the satisfaction protection and welfare of the individual.
Emotions have been defined as feelings (e.g., Wundt, 1902), with the other components being viewed as caused by them. In the early decades of the twentieth century emotions were often defined as modes of autonomic physiological reaction (or as the sensations coming from those reactions). During the 1960s, cognitions took a prominent place, and emotions were defined as a sort of judgments, or as cognitive attributions of felt autonomic arousal (Schachter and Singer, 1962).

The diversity of phenomena and the fact that they do not always appear together has led to defining emotions instead as processes or dispositions underlying the phenomena. Emotions can be seen as a mental state 'behind' the phenomena. That mental state has sometimes been equated with the feeling, sometimes as an internal 'no propositional signal' (Oately, 1992), and more often functionally, as the activated disposition to deal with certain contingencies (e.g., Tomkins, 1962; Ekman, 1982).

Emotion is one of the three main areas of psychology in its traditional division into cognition, conation, and emotion. Emotions are often considered to form the main source of action. Yet, for a very long time emotion was not a central topic in psychology. Only since about 1960 has it re-entered the interest of psychologists. This long neglect had several causes. One was the behaviorist distaste of subjective experience. Another was the lack of a consensual definition. The term emotion cannot be used interchangeably with such terms as feeling, motives urges and desires.

The most outstanding mark of emotional maturity is ability to bear tension and indifference towards certain kind of stimuli that affect the child or adolescent and develops moodiness and sentimentality. Besides, emotionally mature person persists the
capacity for fun and recreation. He enjoys both play and
responsibility activities and keeps them in proper balance.
According to Seoul (1951) if the emotional development of the
individual is relatively complete, his adaptability is high, his
regressive tendencies are low and his vulnerability is minimal.

Emotional competence is greatly dependent on an accurate
frame of reference and on overall maturity. Each of us develops a
consistent emotional pattern. We don’t remain the same today,
tomorrow and forever. If we find that our emotional patterns are
immature and disruptive, we can take steps to improve them.

Emotions, Moods and Well Being

Definitions of emotion also diverge because some include
all states that have one important phenomenon in common, for
instance feelings of pleasure or displeasure, or the affective
evaluation of objects, while others are more restrictive. It is
indeed common to restrict the term emotion to that subclass in
which the phenomena are elicited by a stimulus or event, and
are of relatively short duration. Moods are usually split off by
their longer duration or the absence of a clear object. Sentiments
(e.g. ‘I hate that person’) are dispositions; the term sentiment is
used for more or less permanent emotional attitudes, while
emotion is usually reserved for acute reactions to an eliciting
event. Other major concepts (e.g., well-being or happiness) are
best seen as integrations of previous emotions (Kahneman,
1999).

Taxonomy of Emotions

The kinds of emotion are often considered to represent
discrete emotional categories (Izard, 1977), often referred to as
basic emotions. A typical set of such categories is the one found
by Shaver, Wu, and Schwartz (1992); anger, disgust, sadness, fear, joy, surprise, love, pity. The sets of basic emotions found by such methods show considerable similarity between studies and languages (Shaver et al., 1992).

The findings on hierarchical structure of word similarities, and the notion of basic emotions, have led to the hypothesis that each emotion is a variant of one such basic emotion, or at most of the blend of two or three (e.g., Plutchik, 1980). The data do not support this idea; subjects cannot unambiguously assign all emotion words to one supposed basic emotion (Reisenzein, 1995). The supposition of an exhaustive hierarchy is unnecessary, even with a basic emotions concept.

**Difference Between Emotions**

Language may not be the best way to approach the problems of discovering meaningful psychological distinctions. Not all emotion words point to distinct psychological phenomena. Rather they may originate in cultural theory, social rules, or moral perspectives. The theoretical approach called social constructivism in fact finds emotion distinctions along these latter lines (Harre and Parrott, 1996).

Moreover, analysis of words and their relationship forces one into a categorical view of emotions that may not be appropriate to the phenomena and processes. Emotions words do not all have sharply distinct meanings. Each refers to a ‘fuzzy class’, characterized by a prototype around which individual instances cloud in irregular fashion (Fehr and Russell, 1984). Emotions themselves may not really fit into distinct, discrete classes. They can be viewed as mental states that vary along the continuous dimensions of pleasantness and activation (Wundt,
1902; Russell and Barrett, 1999). Categorical labels then might just refer to some ill-defined region in that two dimensional space, perhaps further specified by prototype scripts (Russell and Barrett, 1999).

Different emotions may also, however correspond to different variants of a particular component. One has often proposed that different emotions correspond to different feelings; the basic emotions might correspond to irreducibly different feelings, sometimes referred to as qualia (e.g. Oatley, 1992). This point of view is problematic, because the only criterion for different feelings consists in the application of different words.

Ekman (1982) has taken universal facial expressions as the cue to biological dispositions, the cue has been considered a weak one (Russell, 1994) One may also take a functional perspective. One may assume a small set of dispositions to deal with different major adaptation challenges (Tomkins, 1962; Plutchik, 1980; Buck, 1999). Fear can be viewed as the disposition to deal with environmental threat, anger to deal with social obstacles or power rivalry, surprise with unexpected events, joy with success, affection with potential mates. This approach appears particularly appropriate if the dispositions are understood as evolutionary products for dealing with these contingencies (Plutchik, 1980; Cosmides and Tomy, 2000).

Investigators do not agree about which emotion categories are basic ones (Ortony and Turner, 1990) and whether the very notion of basic dispositions is meaningful. Emotions may be just bundles of response components mutually influencing each other (they are synchronized, Scherer 2000) and jointly called up by a given event as appraised by the subject. Emotion categories
may reflect frequently recurring contingencies (Scherer, 2000) or just social and linguistic habits (Mandler, 1984).

**Emotional Phenomena**

i) **Motivational Change:** Motivational aspects and the mode of control of behaviour, have in fact been considered as defining emotions in early philosophical psychology. What we now call emotions were for merely called passions from the Greek implying passivity and opposed to the concept of action. The same feature coined its Latin equivalent affects. Motivational change is one of the phenomena that defines emotions bringing up the important ethical issue of responsibility for one’s emotions. Arnold (1960) defined emotional experience as experienced action tendency. Frijda (1986) defined emotions as state of action readiness, the latter defined as state of readiness to achieve a particular kind of subject-environment relationship.

Varieties of motivational state, as derived from behaviour or from reports of experience, differentiate between emotions. Arnold (1960) defined different emotions as different action tendencies and Frijda (1986) as different forms of action readiness (such as readiness to achieve proximity, hostile encounter, dominance, or general increase or loss of readiness to relate). Indeed there are distinct relations between how one labels one’s emotion and felt state of action readiness (Frijda, 1986; Roseman Wiest and Swartz, 1994).

ii) **Feeling:** Feeling, subjective experience, has often been considered the central emotion component. Since the eighteenth or nineteenth century (but not before), emotions have been
defined as feelings. But the nature of feelings is not immediately clear. It has been proposed that different emotions correspond to different qualia. As mentioned earlier, it has been proposed that all emotional feeling are variants of a few emotional qualia (Izard, 1977; Oatley, 1992). The hypothesis has not appeared tenable (Reisenzein, 1995).

A major core element of emotional feelings are the feelings of pleasure and pain. According to introspective studies by Wundt (1902), they are the only affective qualia, that is, experiences that cannot be reduced to body sensations and cognitions. The properly emotional in the feelings corresponds to the experiences of pleasure and pain, rather than body sensations such as those of autonomic arousal, as was proposed in theory of Schechter and Singer (1962).

Body sensations played an important role in the theory of emotional feelings of William James (1884), known as the James–Lange theory. Different feelings, presumably, correspond to different patterns of feedback from autonomic response. Such feedback returned in the theory of Schachter and Singer (1962). The distinctiveness of different feelings was thought to come from the feedback of autonomic arousal, complemented by cognitive attributions of their cause. The theory was not supported by the evidence. Other proposed distinctive body sensations are those coming from facial expression (facial feedback theory, Tomkins 1962; Izard, 1977). Although none of these body sensations appears indispensable to characterize an experience as an emotional feeling they do contribute to the quality of emotional feeling, and may play a role in their impact (Damasio, 1994). Reported body feeling corresponds to different emotions as labeled by the subjects.
Further differentiation of feelings derives from associated cognitions. Different emotional experiences say of fear or joy do not only differ in pleasantness, activation and body feelings. They obtain their specificity largely from several other aspects. One of the major ones is appraisal awareness, that is awareness of what the emotion is about. This aboutness of feeling also called their intentional character is a general aspect of emotional feeling. It constitutes the cognitive components of emotional feelings, and may well be what distinguishes emotional feelings from moods. Appraisal awareness refers to the individual’s awareness of what the emotional events may do or offer to him or her or what he or she could or could not do to cope with it. Different emotions correspond to different forms of appraisal awareness as has been abundantly shown in self report studies (Schorr, Scherer and Johnstone, 2000).

The mentioned emotional feeling also include awareness of motivational state or state of action redness. The various self reported feeling aspects correspond to actual appraised emotion eliciting aspects of events, actual states of action readiness (as inferred from behaviour), and actual autonomic reactions only to a limited extent. Much in self reports may well derive from preconceptions and post hoc constructions.

An important additional aspect of emotional feelings is the significance of the emotion to the individual his or her acceptance or rejection of the emotion and its felt implication for self esteem and the likely reactions of others.

iii) Affect: Pleasure and pain are opposite poles of one continuum of feeling. The underlying mechanism, however are probably separate and to some extent independent. The two processes can be simultaneously active. The two mechanisms
also have different properties for instance positive affect tends to increase sociability and creativity whereas negative affects do not do the opposite. The negative shows negativity bias a steeper increase of intensity with stimulus magnitude than positive affect. Positive and negative mood have different effects on thinking strategies and measurements of pleasure and pain usually reflect some form of integration of feelings over time that do not relate in a simple manner to pleasure at specific moments.

iv) **Autonomic Reactions:** Emotions have sometimes been defined as patterns of autonomic physiological responses (change in heart rate, blood pressure, skin temperature, electro dermal or psycho galvanic skin responses). According to the James Lange theory, different emotions should correspond to different patterns of autonomic response. Empirical research by and large has not supported that theory. All excited emotions are, it has been argued accompanied by an overall autonomic arousal pattern that serves energy mobilization this has been called the emergency response. In the classic analysis by Cannon (1927). Different response patterns do in fact occur (for instance during active and passive coping) but do not correspond to different emotion like anger and fear (Cacioppo Berston Larsen Poehlman and Ito, 2000) Ekman levenson and Frisen (1983) reported findings suggesting that certain pattern do differentiate between basic emotions but these findings may have been spurious or reflect differences in muscular effort.

v) **Emotional Behaviour:** A major subject for research has been expressive behavior defined as behavior suggesting an emotion in a person that is by and large unlearned and universal in the species concerned. The designation expressive behavior or
expression is misleading. It suggests that the behavior serves to express feelings, which is a theoretical interpretation that may not be correct?

The most studied is facial expression. Important descriptive analysis and evolutionary interpretations were given by Darwin. Precise scoring methods have been developed. High defers of interobserver agreement are obtained when selected posed facial expression photographs are rated in terms of a small set of emotion categories. The agreements (and correspondence with the categories the expressions were meant to convey) range between 98% (for joy) and 56% (for contempt) in western cultures in illiterate cultures, were appreciably lower but still far above chance. The amounts of agreement are probably influenced by the research methods used. But still sufficient to demonstrate similarity in identifying emotions from the face that is largely culture independent. The evidence has been interpreted as showing that facial expression are parts of the neural dispositions for basic emotions. This view has been contested by Fridlund (1994). Facial expressions do not strictly correspond to particular emotions. According to Fridlund facial expressions have nothing much to do with emotions. They are also shown in the absence of emotion and are sensitive to context such as the presence of an audience. Their function is to influence other individuals and not to express emotions. This function of expression is however not incompatible with their usually resulting from emotions expressive behaviors may well be understood as coping behaviors for dealing with the emotional events which include influencing others by threats or calls for help.
There are many other forms of expression posture voice intonation and cries whole body movements. Sophisticated coding system for postures and body movements have been developed but so far little research has been devoted to their specific relationship with emotions, laughter and crying of course are whole body reactions of a complex and ill understood nature.

Vocal expression of emotion has been studied by using standers or fake sentences with varying intonations. They can be recognized about as well as facial expression photographs, and that in different linguistic groups.

Emotions also induce more general behaviors such as angry aggression fearful flight desirous approach. Some of these behaviors are innate species specific behaviors (modes of threat and attack of fear responses such as freezing running and hiding) others are learned Expressive behaviors rather generally are part of more encompassing behavioral patterns and some expressive patterns also are whole body responses (crying and laughter are notable examples).

Both innate and learned behaviors can largely be understood as coping behaviours, the surprised facial expression can be seen as an orienting response and laughter as a play response signalling playful interaction. The behaviors that co-occur or follow each other in given situations tend to have similar functions such as self defence hostility play (no serious interaction) affinity as Van Hoof (1982) found in analysis of chimpanzee behavior. Such functional equivalence is the cue for interpreting emotion as motivational states action tendencies or states of action redness.
vi) Cognitive Changes: Emotions can strongly influence cognitive processes. First there is the arousal of attention and the effects of the distribution of attention as these are notable for instance in memory of emotional incidents. Attention allocation also helps in producing the inverted U-curve, that is, improvement of performance with moderate emotions and disturbing it with strong ones. Positive emotions and moods tend to improve cognitive flexibility and originality for instance after giving subjects an unexpected gift, they score better on tests of cognitive flexibility. Social judgments are influenced by mood states positive moods making them more favorable and negative ones more negative. Emotions may make judgments more tenaciously held, more resistant to change by incompatible information.

vii) Emotion Regulation: Practically all emotional reactions are being controlled to some degree as evident from the relatively few instances in which this is not so (blind panic or anger alcohol disinheriting group influences). Emotion regulation appears to be so ubiquitous that it can be counted among the emotion mechanisms.

Emotion regulation is not only caused by social norms as regulation in animals shows. The behavioral inhibition is elicited by aversive response consequences or their anticipation. These aversive consequences may come from social censure but also from undesired disruption of group harmony or from the harm that one might infect upon others by unrestrained response. The latter controlling influences are not unique to humans but are also observed in primates. Further sources of emotion control are the negative effects of emotion control are the magnetize effects of emotions upon motor and cognitive performance. These
various sources of regulation determine various other emotional manifestations such as consideration for other people (or animal) and the whole of social emotions that make smooth social interaction possible. Studies of patients with orbit frontal damage illustrate how much the gamut of emotional reactions is impoverished when regulatory emotional reactions are interfered with (Damasio, 1994).

Emotion regulation proceeds along a number of different roads such as appraisal change, response suppression and seeking distraction. The different procedures are being extensively discussed and studied in the literature (Gross, 1999). Emotions have been trained to find expression of high levels of intensity and who would find complete frustration unbearable.

The emotions determine the direction that an individual behavior will be likely to take in any life situation. Important stimuli for the inculcation of describe behavior reactions must emanate from the attitudes and behaviors of both parents and teachers. They condition the activities of children more than is generally realized. The emotional conditioning of young people usually results from unplanned practices yet the attitudes and moods encouraged in children by the home or the school are as important as the intellectual training that they receive. Emotional distress and frustration interfere with learning efficiency. Affective factor in an individual’s experience influence the amount and extent of his learning. A child at school learn more effectively when he is properly motivated, since he needs to have developed in him the desire to learn one this done, he in turn increases his efforts at mastery. As the joy of successful achievement is experienced there is a learning of the effect of fatigue.
There are two kinds of emotional experiences (a) pleasant (b) Unpleasant Pleasant Pleasant emotions are emotions of affection, joy and happiness are essential to normal growth and development. Unpleasant emotions are anger, fear, jealously and they are harmful to child’s development only when these are intense and frequent. Other unpleasant emotions are also healthy. It is good to be angry sometimes.

**Components of Emotion:**

The components of emotions are:

i) **Cognitive Thinking:** Cognitive component of emotion implies that emotions are usually directed towards people or objects (e.g. We are in an anxious state because the situation is dangerous) and we know that situation is dangerous rather than harmless as a result of thinking.

ii) **Physiological:** Physical component denotes that there are generally a number of bodily changes in emotion. Many of them occur because of arousal in sympathetic division of the automatic nervous system or hormonal activity with endocrine glands.

iii) **Experimental:** It means the feeling that is experience because of arousal in the sympathetic divisions of the autonomic nervous systems or hormonal activity with the endocrine system.

iv) **Expressive:** This includes facial expression and other aspects of non-verbal behaviours, such as bodily posture.

v) **Behavioural:** The behavioural component includes the patterns of behaviour produced by the emotional state.
Maturity:

Maturity as defined by Covey (1997:216) is the balance between courage and consideration. If a person can express his feelings and convictions with courage balanced with consideration for the feelings and convictions of other persons, he is mature. Maturity is a relative freedom from the well known constellation of inferiority, egotism and competitiveness. The important attribute of maturity is a sense of reality. Its characteristic is flexibility and adaptability. The more mature an individual is, the more stable he is in adjustment. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature person has the capacity to make effective adjustment with himself, members of his family, his peers in the school/workplace, society and culture on the other hand emotional immaturity leads to general unhappiness as seen in the feelings of fear, failure, disappointment, frustration and stress. Such negative feelings affect the individual’s performance. So, emotion in the organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual.

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. Hence, the study of emotional maturity is now emerging as a descriptive science, comparable with anatomy. They are the basic stuff out of which all motivation arises. Emotions not only impel us to
action but often serve as goals of action also; seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said that man is a speck of reason floating on a sea of emotion. Success in life's endeavours does not depend on one's intelligence alone. One's emotional maturity also plays a significant part in determining whether one's ventures are successful or not. This is true in all academic activities, as success or not. This is true in all academic activites, as success in such activities involves a certain amount of emotional balance. Emotionally mature individuals generally evaluate, handle, control, and use emotions quickly. This is done more or less automatically. The less mature-often are inefficient, slow to analyse and often do not use their emotions constructively. This results in depleted self-motivation. Motivated and achieving individuals have a close match between their intellectual age and their emotional maturity. Unmotivated individuals have a lag in their emotional maturity. Emotional development has substantially lagged intellectual development and usually is even behind chronological development.

Attitudes are important determinants of behaviour. They are predispositions to act in characteristics ways as a result of certain stimuli. An attitude is a state of readiness to act not the behavior itself. An attitude is preparatory and enables an individual to behave consistently. Attitude, by products of experience, affects life and direct activity. They influence or condition an individual's pattern of behaviour. The child, who enjoys sufficient food and sleeps who feels secure in home life, who is given opportunities for self expression and for experiencing intense emotional stresses may be expected to utilize his attitudes for his better development. He is likely to
achieve emotional maturity and to avoid those behaviour displays, they are so characteristic of the emotionally immature.

It is uncommon to hear, it saved that an adult acts like an adolescent or that an adolescent acts like a child. This is another way of saying that the individual is not using emotional behaviour suited to his level of maturity. In either case behaviours are indicative of a retreat to an earlier and more satisfying form of response. Certain actions, on display in human action may be listed as under:

- Rationalization or the tendency to give plausible reasons for inconsistent behaviours
- Showing of or attempting to attract under attention by bluffing posing or wearing loud clothes
- Anger when the easted and resentment against authority and advice
- Refusal to face reality or conditions as they exist
- Lack of consistency in conduct emotion
- Selfishness
- Avoidance of difficult task
- Jealousy
- Decided cashes on individuals of the same sex, and
- Hero worship

The individuals who have outgrown these modes of emotional behaviour usually are well adjusted, social and also show signs of good emotional maturity.

In the recent years it is being increasingly realized that the traditional Indian culture is undergoing considerable transformation under the impact of western education,
urbanization and industrialization which constitute the broad process of modernization. In general there is a widespread feeling that most of the professionals are emotionally and socially immature. In particular, present situations emphasises on personal growth as opposed to social development, non-committal attitude, inconsistency in behaviour across situations, increase in contemporary reality experienced in everyday life of the people. The scholars in various fields have also recognized shades of their changes in their diverse manifestation. As a result unstability, unpredictability and ambiguity have become the major features of the contemporary social life.

Emotional maturity plays a major role in the life of an individual. It prepares an individual for better adjustment. It can be understood in terms of ability of self-control, which in turn, is a result of thinking and learning. The capacities for thinking and learning are increased because of the varied experiences gathered by the professional students in the college campus, which results from his keen perceptions and his increased capacity to distinguish between persons, objects and situations. It leads to both realism and inhibition of emotional reactions. Emotional maturity thus enables individuals to see himself, his family and various other forces in his environment in their true perspective.

Emotional maturity essentially involves emotional control. It involves the kind of living that most richly and fully expresses what a person has in him at any level of his development. 'Mature' emotional behavior at any level of growth is that which most fully reflects the fruits of healthy development in all the interacting aspects of growing person's make up according to skinner.
Emotional maturity is the result of healthy emotional development or stability, though a child may have achieved emotional maturity without emotional stability, emotional maturity is a relative term, relative to the age and stage of the child. Emotional maturity develops throughout life. It is also a form of maturity from which one can regress most quickly. The child becomes more emotionally mature as the parents permit him to accept responsibilities and becomes independent and self sufficient. An emotionally mature person is that who feels proper emotion in a proper situation and expresses it in proper quantity. When he expresses, he does so with moderation decently and in good order.

Emotional maturity is the acquisition of adoptive behaviour that reduces, escapes and avoids emotional disturbances of an individual. A person is emotional mature or stable when his responses to a situation are appropriate to the demands of the situation and appropriate to the degree of development.

Therefore, the emotionally mature is not one who necessarily has resolved all conditions that arouse anxiety and hostility, but it continuously the process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.

Emotional maturity is one of the vital components of personality which characterizes multi trait non-cognitive psychological concept. It enables the individual to develop an integrated and balanced way of perceiving the problems of life. This organized ability and structured perception and attitude to understand the realities of life and condition and circumstances, creates miserable situations in life. This understanding helps
him to promote high ego strength. A person is emotionally mature or stable when his responses to a situation are:

- Appropriate to the demands of the situations.
- Appropriate to his degree of development.
- Appropriate to assessing a situation critically before responding to it emotionally.

The term emotional maturity has been defined by the different writers differently, the important definitions are given below:

Morgan (1924) stated the view that an adequate theory of emotional maturity must take an account of the full scope of the individual powers and his ability to enjoy the use of his powers.

Cole (1944) is of the view that the chief index of the emotional maturity is the ability to bear tension. This viewpoint lays stress on ‘Self Control’ not on self fulfillment.

Woodwroth (1945) Emotion is a ‘moved’ or ‘stirred’ state of an organism. It is a stirred-up state of feeling, that is the way which appears to the individual himself. It is a disturbed muscular and glandular activity, that is the way, it appears to an external observer.

According to Lund (1947) “there is a tendency to assume that the most distinctive feature of an emotionally mature individual is his imperturbability or his capacity for restraint. It is not merely as absence but an actual maturing of emotions”.

Mickinney (1949) “Emotional mature person should as a matter of fact, possess an average intelligence and adult ability. An emotionally mature person is considerably independent and
emancipated from the home. He learns to accept criticism, to examine it rather than to have a temper tantrum or a depression about it.

McDougall (1949) defines “emotion is an affective experience that one undergoes during an instinctive excitement. For example, when a child perceives a bull coming towards him (cognition) he experiences an affective experience in the form of the arousal of accompanied emotion of fear and consequently run away (conative aspect of one’s behaviour)”. McDougal discovered 14 basic instincts and concluded that each and every emotion, whatever it may be, is the product of some instinctive behaviour.

Seoul (1951) has indicated following eight characteristics of emotionally mature behavior :-

- Moving away from parasitic dependence of the fetus of the independence of the parents.
- Increased capacity for responsibility and productivity and its decreased respective needs.
- Relative freedom from the well known constellation of inferiority feelings, egotism and competitiveness.
- Conditioning and the training necessary for socialization and domestication.
- The libidinal development of mature capacity to ‘Object interest’ in people and things outside oneself and the capacity for love and productivity, both social and sexual.
- Hostile aggressiveness such as all sorts of anger, hate, cruelty and belligerence being absent from a mature adult.
- Firm sense of reality.
Flexibility and adaptability.

Bernard (1954) as quoted by Singh and Bhargava (1993), following are the criteria of emotional behaviour:

- Inhibition of direct expression of negative emotions.
- Cultivation of positive, up building emotions.
- Development of higher tolerance for disagreeable circumstances.
- Increasing satisfaction from socially approved responses.
- Increasing independence of actions.
- Ability to make a choice and not brood about other choices.
- Freedom from unreasonable fear.
- Understanding and action in accordance with limitations.
- Awareness of the ability and achievement of others.
- Ability to err without feeling disgraced.
- Ability to carry victory and prestige with grace.
- Ability to bounce back from disappointing experiences.
- Ability to delay the qualification of impulses.
- The enjoyment of daily living.

Dosanjh (1956) “Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendencies.”

Jersild (1957) thinks that the term ‘Emotional Maturity’ can be viewed not merely from the development point of view, but also cultural and moral point of view. From the culture point of view an individual can be described emotionally mature if he
is the exact image of the stereo type of maturity prevailing in the culture in which he lives. In the development aspects of emotional maturity, we can consider those trends and tendencies in physical, motor, intellectual, social and emotional development that have a bearing on his emotional maturity.

According to Dictionary of Education by Good (1959) “Emotional patterns of an adult who has progressed through the inferior emotional stages of characteristics of infancy, childhood and adolescence and is not fitted to deal successfully with reality and to participate in adult love relationship without undue emotional strain.”

Geoghagen et al. (1963) “A person is considered emotionally mature when his responses to situations are:

a) Appropriate to his degree of development.

b) Proportionate to the demands of situation.

According to Clarke (1968) “Emotional maturity would best protect the individual from stress and strain and help him to make effective adjustment within himself and his environment”.

According to Encyclopedic Dictionary and Directory of Education (1971) by Biswas and Aggarwal “It is a stage of complete growth with reference to function of an organism. It may be distinguished from ‘maturation’ which implies change in maturity.”

According to Smitson (1974) "Emotional Maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-physically and interphysically.
Kaplan and Baron (1986) elaborated the characteristics of an emotionally mature person say that “He has the capacity to withstand delay in satisfaction of needs. He has beliefs in long term planning and is capable of delaying or revising his expectations in terms of demands of situations.

According to Webster Encyclopedic Unbridged Dictionary of English Language (1989) “A person is mature who is fully developed in body and mind”.

Boekaerts (1993) argued that emotions give rise to goal pursuits.

Singh (1993) “Emotional maturity is not only the effective determinant of personality patterns but it also helps to control the growth of an adolescent’s development. A person who is able to keep his emotions under control, who is able to brook delay and to suffer without self pity might still be emotionally stunted and children”.


According to Lisa (2004) Emotional maturity brings with it a capacity for independence, the willingness to take action as free agent a long with the capacity to affiliate, to initiate and sustain loving relationship.

On the basis of the above mentioned conceptual issues and definitions, some characteristics of emotional maturity can be summed up:

**The Ability to Give and Receive Love**

Emotional maturity fosters a sense of security which permits vulnerability. A mature person can show his
vulnerability by expressing love and accepting expressions of love from those who love him.

**The Ability to Face Reality and Deal with it**

Mature people eagerly face reality knowing the quickest way to solve a problem is to deal with it promptly. A person’s level of maturity can be directly related to the degree to which they face their problem or avoid their problems. Mature people confront their problems, immature people avoid their problems.

**Just as Interested in Giving as Receiving**

A mature person’s sense of personal security permits him to consider the needs of others and gives from his personal resources whether money, time or effort, to enhance the quality of life of those he loves. They are also able to allow others to give to them. Balance and maturity go hand in hand.

**The Capacity to Relate Positively to Life Experiences**

A mature person views life experiences as learning experiences and when they are positive, he enjoys and revels in life. When they are negative he accepts personal responsibility and is confident, he can learn from them to improve his life.

**The Ability to Learn From Experience**

The ability to face reality and to relate positively to life experiences derive from the ability to learn from experience.

**The Ability to Accept Frustration**

When things don’t go as anticipated the immature person stumps his feet, holds his breath and bemoans his fate. The mature person considers using another approach or going another direction and moves on with his life.
The Ability to Handle Hostility Constructively

When frustrated, the immature person looks for someone to blame. The mature person looks for solution. Immature people attack people, mature people attack problems.

Relative Freedom from Tension Symptoms

Immature people feel unloved, avoid reality; are pessimistic about life, get angry easily, attack the people closest to them when frustrated---no wonder they are constantly anxious. The mature person’s mature approach to live imbues him with a relaxed confidence in his ability to get what he wants from life.

Symptoms of Emotional Maturity

i) Volatile Emotion: Emotion volatility is indicated by such things as explosive behaviour, temper tantrums, low frustration, tolerance, responses out of proportion to cause, oversensitive, inability to take criticism, unreasonable jealousy, unwillingness to forgive, and a continuous fluctuation of moods.

ii) Over-Dependence: Healthy human development proceeds from dependence (I need you) to independence (I don’t need anyone) to interdependence (we need each other). Overly dependent people fear change preferring accustomed situations and behaviour to the uncertainty of change and the challenge of adjustment. Extreme conservation may even be a symptom.

iii) Stimulation Hunger: This includes demanding immediate attention or gratification and being unable to wait for anything. Stimulated hungry people are incapable of deferred gratification, which means putting off present desire in order to gain a future reward.
iv) **Egocentricity:** Egocentricity is self-centeredness. Its major manifestation is selfishness. It is associated with low self-esteem. Self-centered people have no regard for others and they have only slight regard even for themselves. An egocentric is preoccupied with his own feeling and symptoms. He demands constant attention and insists on self-gratifying sympathy, wishes for complements, and makes unreasonable demands. He is typically overly competitive, a poor loser, and perfectionist and refuses to play or work if he can’t have his own way.

**Factors Affecting Emotional Maturity:**

1. **Fatigue:** The tired children are inevitably cross and difficult to manage fatigue. Some studies have shown that the time of the day when young children are most likely to be tired are just before noon and evening meals, just before bed time and just after some causal activity such as shopping trip or a long automobile ride.

2. **Poor Health:** Good health is reflected in pleasant emotions, while poor health like fatigue makes a child cranky and irritable. When the child is very sick emotional outburst are relatively infrequent but as the child convalesces, the tendency to irritability will increase. This, in turn, makes his care increasingly difficult.

3. **Association with Emotional People:** Little children are mimics. They quickly irritate the behaviour. They observe in others. The more frequency and the more closely a child is associated with a person whose emotion are uncontrolled the less likely be is to develop emotional control himself.
4. **Unpreparedness:** Many times, situations for which the child is not prepared give rise to emotional outbursts. Perhaps the emotionality would not have assured, if the child had expected the situation. It is not the object itself that the child fears so much as the fact that it is presented to him suddenly and unexpectedly.

5. **Maturation:** Maturation is responsible for the gradual evolution of emotional expression in infants and children. Emotion development is largely a phenomenon of social stimulation. Maturation influences the expression of emotion through the development of capacities rather than through the reopening of a specific innate response pattern. Emotional response are not highly correlated with the vigour of vocal and motion components during the neonatal period. This co-relation is increased in pre-school children indicating that the integration of various aspects of emotional development are dependent partially upon maturation.

1.1.2 **SOCIAL INTELLIGENCE**

According to Dictionary – The word ‘social’ means living or preferring to live in a community rather than along. It is related to human society or any of its sub divisions. In other words, it is a characteristic of the behaviour and interaction of persons forming organized groups having the purpose of promoting communal activities.

Over the years a growing interest has been manifested in the concept of social intelligence. It has been highlighted that in various fields today the capacity of the individual to interact
effectively with his environment is of primary importance. The emphasis is placed on interpersonal relationships in various work environment is itself a reflection of the importance of social intelligence.

Man is the moving force of history, the source of all values and initiator of events. All this he does when he is in society. Through association with others, he learn to act, react, interact, adjust, readjust and respond to those who come in contact with him. To live in society, a man must have ability to observe one's own mental processes and to discover essential good relations with family, neighbors, friends and other members of society. This ability to adjust, to learn and to carry abstract thinking is called intelligence. To be a social, one has to be intelligent. Now the question arises, what is 'Intelligence'? Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment. It is an innate power and not acquired and it differs from person to person. It helps in making adjustments and acquiring and applying of knowledge.

Social intelligence is reflected through one's conformity to group standards, moral and traditions of becoming imbibed with the sense of oneness. No child is born social. He learns to make adjustment with others and this ability can be acquired as a result of opportunities to be with all types of individuals especially during the years when socialization is an important phase at child's development. As a man is basically a socially animal and his existence without a social set-up can hardly be imagined. He is born society, develops, works and progresses in society. This social intelligence means proper attitude towards work.
As the child grows, the social behaviour of the child undergoes a change, that is known as social intelligence. In other words, social intelligence means ability to tolerant, ability to co-operate, ability of sharing joys and sorrows with others, give and take and mixing with others.

Social intelligence is needed for social development. It is assumed that social intelligence affects various aspects and it may influence personality traits, attitude, interests, adjustment, self concept, creativity, thinking, reasoning and problem solving. The aim of social development is to gain social intelligence in social relationships.

A socially intelligent is the one, who is co-operative with others, who can make friends, who becomes economically and socially independent, who has wholesome recreational interests, who gets mixed with the members of opposite sex, who has good manners, who has good emotional control. He believes in justice and equality. He possesses qualities like patience, respect for others, kindness, politeness and self confidence and control, cheerfulness respect for religion and culture.

Man does not live by bread alone. Bread is essential but equally essential is the social intelligence which enables man to grow, flower and unfold his inborn gifts of pro-social behaviour. To achieve social intelligence, one must learn to adjust on self according to one’s environment. One must acquire ability of tolerance, ability to cooperate, ability of sharing jobs and sorrows with others, given and taken and mixing with others. All these qualities help him in becoming socially intelligent.

It is assumed that social intelligence affects various aspects and it may influence personality traits, attitude, interests, adjustments, self concept, creativity, thinking,
reasoning and problem solving and to what extent a person is socially dependent upon his personality, attitude towards work and his fellow beings, his adjustment with others, himself and environment, his ability to acquire and apply knowledge which makes him aware of social evils and he tries to eradicate them.

Social intelligence according to psychologists consists of various dimensions as:

**Patience:** It is calm endurance under stressful situations and ready to wait until the thing we are waiting for happens or one who is able to bear trouble without complaining.

**Cooperativeness:** It is ability to interact with others in a pleasant way when two or more individuals are joining their efforts in order to reach a mutually desirable goal or working together towards the same end, purpose or effect, especially working together for mutual benefit by maximizing joint costs or loses.

**Confidence Level:** It is firm trust in oneself and one’s chances and feelings that one can trust some one.

**Sensitivity:** To be acutely aware of and responsive to human behavior openness to experience, receptiveness to and active search for varied impressions and a characteristic of creative person.

**Recognition of Social Environment:** It is ability to perceive the nature and atmosphere of the existing situations.

**Tactfulness:** Delicate perception of the right thing to say or do. The ability to judge what is in people’s minds and to choose the suitable course of action to use towards them.
**Sense of humour:** The talent for bringing pleasure to others makes a man more interesting capacity to feel and cause amusement to be able to see the lighter side of the life.

**Memory:** It is ability to remember all relevant issues names and faces of people. Memory consists of the recollection of previous experiences as they occurred. It is expressed as a complex process involving the establishment of dispositions, their retention and recalling of the experience.

The psychometric view of social intelligence has its origins E.L. Thorndike’s (1920) division of intelligence into three facets, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his classic formulation, “By social intelligence is meant the ability to understand and manage men and women, boys and girls-to act wisely in human relations.”

Moss and Hunt (1927) defined social intelligence as the person’s ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a groups, as well as insight into the temporary moods or underlying personality traits of strangers.”

Guilford (1958) suggested that, “Social intelligence could be accounted for as a fourth category of information. It carries the implication that there are 30 abilities involved in social intelligence as specified by structure of intellect theory.”

Good (1959) “Social intelligence is the ability to adjust oneself to the social environment and to act for its improvement.”
Chaplin (1968) “Social intelligence is the ability to function effectively in one’s relation with others”

Biswas and Aggarwal (1971) view social intelligence as the ability to adjust to the social environment and work for its improvement. Firstly, it is necessary to have a complete knowledge of the social environment and understanding of current problems and issues. Secondly, the individual should have power to discriminate opinions. Thirdly, the individual should have the ability to use his knowledge and discriminating power for the improvement of the society by active participation.

Social intelligence may be defined as the ability to understand others, manage people, and act wisely in social contexts (Thorndike, 1920; Gardner, 1983; Sternberg, 1985).

1.1.3 Socio-Economic Status

The term ‘socio-economic’ is composed of two words i.e. socio and economic. ‘Socio’ is concerned with society which is joint stock company to which parent of students belongs and economic denotes the material belongings of a person. The word “Economic” is used generally for the motives involving earning a livelihood the accumulation of wealth and the like (Drever, 1964). The concept of ‘status’ is also used as a correlate of social role; as it refers to a set of rights and duties, while role denotes the dynamic aspect of status - that is, a particular behavior. In sociology and social psychology, this concept of status is given a psychological interpretation, referring essentially to an individual’s position as perceived by himself or by others.

The “Socio economic status” is obviously a blending of the two status as enumerated earlier. Though none of the two can exist without each other yet it they are distinctively different.
Socio-economic status appear to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them which often do not run parallel to each other in their own areas. This intermingling taken place in an undefined and curious manner eventually to present an indicator to socio-economic status.

‘Socio-economic’ status would, therefore, be a ranking of an individual by the society he lives in, in terms of his material belonging and cultural possession along with the degree of respect, power and influence he wields.

Socio-economic status is an index of power and prestige of family. It refers to social and economic standing. A person who has high standing and a furnished house of good quality is said to have a good socio-economic status.

The term socio-economic status in a lay man’s way of thinking would simply refer to the hierarchical stratification as the society into three main categories viz. high, middle and low. Social stratification involves the pattern of inequality which is characteristics of all societies, all human societies from the simplest to the most complex have some form of social inequality in term of power (the degree to which individuals or groups can impose their will on other). Prestige (amount of houses esteem associated with social positions) and distribution of wealth. Stratification refers to layers which are constructed by sociologists on the basis of variable criteria.

Socioeconomic status is typically broken into three categories, high socio-economic status, middle socio-economic status, and low socio-economic status to describe the three areas a family or an individual may fall into. When placing a
family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. A fourth variable, wealth, has also be added in determining of socio-economic status.

Socio-economic status is a measurement designed to approximate the relative level of income and social privilege of a household and their access to certain economic and social resources. Socio-economic status is cited in much of the literature on youth and education as a key variable related to differences in youth development as access to resources is expected to have an impact on a youth’s life, development and transitions. It affects things like access to high quality education, including post secondary education, access to other learning resources (people, places and things) and availability of personal contacts in positions of influence in the labour market, to name a few.

Socio-economic status is evaluated as a combination of factors including income, level of education, and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals’ health and well being.

Socio-economic status and health are closely related, and can often have profound effects on a person’s physical and mental health due to differences in ability to access health care as well as dietary and other lifestyle choices that are associated with both finances and education.

Socio-economic status is an economic and sociological measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on
income, education, and occupation. This is also characterized by the economic, social, and physical environments in which individuals live and work, as well as demographic and genetic factors. A family’s place in society is based on a family’s income, parental education level, parental occupation, and social status in the community.

Socio-economic status (SES) is one of the most widely studied constructs in the social sciences. Several ways of measuring socio-economic status have been proposed, but most include some quantification of family income, parental education, and occupational status. Research shows that socio-economic status is associated with a wide array of health, cognitive, and socio-emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood. A variety of mechanisms linking socio-economic status to child well-being have been proposed, with most involving differences in access to material and social resources or reactions to stress-inducing conditions by both the children themselves and their parents. For children, socio-economic status impacts well-being at multiple levels, including both family and neighborhood. Its effects are moderated by children’s own characteristics, family characteristics, and external support systems.

Chapin (1928) has offered the most widely used definition of socio-economic status as, “the position that an individual or family occupies with reference to the prevailing average standard of cultural possessions and participation in group activity and community.”

Hollingshead (1949) as a result of his Elmstown study states that lower class children have limited their horizons to the class horizons and in the process have unconsciously placed
themselves in such a position that they will occupy the same levels as their parents. A number of studies from India and abroad have pointed out the influence of socio-economic status on the various aspects of the personality of adolescence.

Bogardus (1950) stated, “Socio-economic status includes the attitude of other person towards a given person.”

Rodehaver (1957) writes, “A social class is not an organized group. Rather it is a fictitious group, a category of people who are differentiated from others by a common characteristics but whose membership is not a basis for interaction. More precisely defined, a social class is a horizontal division of society based on economic and social criteria. Those who comprise such a division look upon others in the same category as their social equals. Status refers to an individual’s position in a particular group in relation to the positions occupied by others: it has the connotation of relative prestige.

English and English (1958) define socio-economic status as “an individual’s position in a given society as determined by wealth occupation, income and rural class”.

Kappuswamy (1959) “The three variables that contribute to the socio-economic status in urban areas are education, occupation and income.”

Stephen (1959) states that socio-economic status consists of a cluster of factors which includes occupation, income and cultural features of home.

Drever (1964) stated, “The word economic is used generally for motives involving earning in a livelihood, the accumulation of wealth and the life.”
Hurlock (1964) stated, “A social person is one who confirms to the three criteria’s of social development. He should behave an approved manner, play the role which society prescribed for him and possess favourable attitude toward people and social activities.”

Hawes and Hawes (1982) stated that “Socio-economic status is the background or standing of one or more persons in the society on the basis of both social class and financial situation.”

Socio-economic status would therefore be ranking of an individual by the society he lives in, in terms of his material belongings and cultural possession along with the degree of respect, power and influence he/she wields. In India socio-economic status is directly propositional to the economic status of the family, which is never correctly told to avoid the payment of income tax.

1.2 THE PROBLEM

Modern age is the age of professionalization. Professionals face a wide chain of challenges before them and they want to remain an active member of the society. To face challenges and remain an active member of the society, they have to acquire the characteristic of the socially mature person. But as soon as they enter in the professional colleges they start acting like a machine without understanding the social problems and social development. These difficulties are giving rise to many psychosomatic problems like anxiety, tensions, frustrations and emotional upsets in day-to-day life. Moreover, this era, along with being professional, is characterized by market forces – dominated by materialistic orientation. Hence the potential
workforce, especially in professional courses needs to be examined with regard to social and emotional aspects of human development. The focus on emotional maturity has emerged as a key area of researches in guidance and counselling, and the present study is an humble endeavour in this direction.

EMOTIONAL MATURITY AMONG PROFESSIONAL STUDENTS IN RELATION TO SOCIAL INTELLIGENCE AND SOCIO-ECONOMIC STATUS

1.3 SIGNIFICANCE OF THE STUDY

Life becomes a complicated phenomenon. Growth and development is the first and foremost requirement of a person in a present era. Now a day we have many desires, aspirations and needs. It is very difficult rather impossible that all the needs, wishes, desires and passion of a person can be fulfilled.

In modern times with rapid advancement in all walks of life, problems have also multiplied in that proportion. Life is becoming fast with increasing impact of science and technology in social change. Though man has conquered time and space to greater interest by the present level of scientific advancement yet here is a threat to his existence. Along with these advancements comes the complex structure of society giving rise to many problems related to human life, especially the youth, who is facing the civils of identity and uncertain future in the modern era of liberalization, privatization and globalization.

Our society is becoming increasingly more and more materialistic. Emotional pressure is increasing day-by-day, especially at the adolescent stage in students. Unrest and frustration are occurring in almost all the spheres of their
lives leading to imbalanced personalities in society and thus hampering its progress. Parents have no time to guide their children.

No individual can personally and socially be well adjusted without being emotionally mature. The mature person has developed attitudes in relation to himself and his environment which has lifted him above ‘childishness’ in thought and behaviour. Emotionally mature person accept responsibility for their actions. They don’t look for excuses for their behaviour and satisfied in life.

The findings of the study thus in this era with specific reference to professional students will help the parents in becoming more aware of the importance of their concern, approval, encouragement and affective relationship in achieving emotional maturity of their wards which play very important role in their day-to-day life. It will also equip the guidance workers, counsellors and teachers with certain empirically tested facts to handle socio-emotional problems of adolescents especially those pursuing professional students.

1.4 OBJECTIVES

- To study emotional maturity among professional students in terms of emotional instability; emotional regression; social maladjustment; personality disintegration; lack of independence.

- To study emotional maturity among professional students, pursuing their studies in engineering, medical, pharmacy, business administration and computer applications.
➢ To study emotional maturity among professional students in relation to social intelligence.

➢ To study emotional maturity among professional students in relation to socio-economic status.

➢ To study gender differences in emotional maturity among professional students across different courses, social intelligence and socio-economic status.

1.5 DELIMITATIONS OF THE STUDY

Following were the delimitations of the study:

1. Only professional students at graduation level in different institutions located in Punjab were the universe of the study.

2. General intelligence was not taken as an independent or intervening variable in the study and only its social aspect, i.e. social intelligence was taken into.

3. Only analytical approach, i.e. analysis of variance and t-test was applied for the purpose of analysis of data.

1.6 OPERATIONAL DEFINITIONS OF THE VARIABLES

The key terms used in the study were operationally defined as under:

1. Emotional Maturity: Emotional maturity connotes different aspects of emotional development pertaining to: “Emotional unstability i.e. syndrome of lack of capacity to dispose off problems; emotional regression i.e. syndrome of feeling of inferiority restlessness, hostility, aggressiveness and self centeredness; Social maladjustment i.e. lack of social adaptability; personality disintegration i.e. phobias formation,
rationalization, pessimism, immorality etc.; and lack of independence i.e. parasitic dependence on others as measured by Emotional Maturity Scale by Singh and Bhargava.

2. Social Intelligence: Social intelligence refers to ability to adapt with the people i.e. inter and intrapersonal relationships having different components of sociability such as patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory as measured by social intelligence. Scale by N.K. Chadha and Usha Ganeshan.

3. Socio-Economic Status: The term ‘Socio-economic’ is composed of two words i.e. socio and economic. Socio is concerned with society which is joint stock company to which parent of students belongs and economic denotes the material belongings of a person. Socio-economic status is an index of power and prestige of family. It refers to social and economic standing. A person who has high standing in furnished house of good quality is said to have a good socio-economic status. Socio-economic status consists of different areas such as social, family, education, profession, caste, total assets and monthly income (taken in totality) as measured by Socio-Economic Status Scale by R.L. Bhardwaj.