

# Emotional Maturity: Intelligence and Academic Streams



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## Abstract

An investigation was made to study the difference in emotional maturity between high and low intelligence among science and arts students. The sample of present study consisted of 100 cases. Both Arts (25 Boys and 25 Girls) and Science students (25 boys and 25 girls), were randomly selected. Their age range was between 18-25 years. Emotional Maturity Scale by Singh & Bhargava (1990) and Standard Progressive Matrices by Raven (1988) were used. 't- test' was applied to see the difference in emotional maturity between high and low intelligence and academic stream (science and arts). The result indicates that there is a significant difference in emotional maturity between high and low intelligence ( $t = 2.74, p < .01$ ). It was also found that there is a significant difference in emotional maturity between science and arts students ( $t = 2.51, p < .05$ ). Therefore it can be concluded that the students who are high in intelligence are emotionally matured and students of science stream are more emotionally matured.

**Keywords:** Emotional Maturity, Intelligence, Science and Arts.

## Introduction

Emotional Maturity is the ability to differentiate and to properly identify one's emotions while granting individual the freedom to experience whatever emotion is appropriate to a given situation. Emotional maturity is not only the determinant of personality patterns but it also helps to control the growth of an adolescent's development.' It is a stage, which is very essential in human life. According to Smitsen (1974), 'Emotional maturity is a process in which personality is continuously striving for greater sense of emotional health, both intra-physical and intrapersonal.' According to Skinner, 'An emotionally matured person is the one who is able to control his feelings, able to suffer in silence; person is not subject to swing in mood and expresses his emotion, with moderation, decency and in good order

According to Cole (1944), 'the most outstanding make of emotional maturity is the ability to bear tension.' An emotionally matured person enjoys both play and responsible activities and keeps them in proper balance. According to McKinney (1982), 'the characteristics of an emotionally matured person are, appreciation of attitude and behavior of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses.' A matured person is expected to understand a situation without the help of anyone and realize his duties and responsibilities. He does not act in an irresponsible manner under emotional stress and does not waste his time and energy over imaginary problems. Instead, he tries to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance and emotional stability which undoubtedly become the core of his success.

A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally matured person generally has more satisfaction in life; although he is satisfied with what he is having, he persistently tries to achieve more. He has a balanced attitude and positive attitude towards life. To give meaning to the concept of emotional maturity as applied to children, it would be necessary to take into account maturity at various developmental levels leading up to mature adult level. Even at adult level, there should be gradation, as the science of germination probably will find that there are pronounced differences between mature adult of 25 and mature adult of 45 that are just truly developmental in nature.

According to Crow and Crow (1962), 'The ability to overcome tension, to disregard certain emotion stimulators that affect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behavior'. Geoghagen (1963) says that 'a person is considered emotionally matured when his responses to a situation are appropriate to his degree of development and proportionate to the demands of situation.

In the view of Murray (2003), there is no correlation between chronological age, intellectual age, social age or emotional age. Just because someone is 'grown-up' by chronological age does not mean that he is 'grown-up' emotionally as well. Chronological maturity and intellectual maturity combined with emotional immaturity is not common and is potentially dangerous. A person whose body and mind is adult, but whose emotional development is that of a child implies that there is maladjustment in the life. Our relationships are dependent upon total emotional development. The best way to understand our relationships is to understand our self. The single most important task for any person wishing to improve his relationships is to increase his self-esteem and emotional maturity. One, who opines to determine the level of one's emotional maturity, compares one's behavior to the symptoms of emotional immaturity and the characteristics of emotional maturity.

### Intelligence

Intelligence is a mental quality consisting of ability to learn from experience which solves problems and uses knowledge to adapt to new situations. Wechsler (1958) 'Intelligence is a global concept that involves an individual's ability to act purposefully, to think rationally and to deal effectively with its environment.' Binet (1905) 'intelligence is the fundamental capacity of an individual which is called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances. Intelligence is a verbal ability, problem solving skills, and ability to adapt to and learn from life's everyday experiences.' Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving.

Burt (1957) 'Intelligence is concerned with intellectual and not emotional or moral it is measured by the effect of individual's zeal, interest, industry, and the likes.' Intelligence also denotes a general capacity, a capacity that enters into everything the individual says or does or thinks; any want of 'intelligence' will therefore be revealed to some degree in almost all that he attempts. Freeman (1965) suggested that 'intelligence is the sensory capacity, capacity for perceptual recognition, quickness, range or flexibility or association, facility and imagination, span of attention, quickness or alertness in response.' Freeman (1965) 'intelligence is the capacity of adjustment or adaptation of the individual to his total environment or limited aspects. To reorganize one's

emotionally matured or stable individual regardless of behavior patterns so as to act more effectively and more appropriately in novel situations, to learn the extent to which a person is adjustable, to carry on abstract thinking, the effective use of concepts and symbols in dealing with a problem to be solved.'

Usually individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although individual differences can be substantial, they are never entirely consistent; a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Sternberg (1981) suggested that Intelligence is goal directed adaptive behavior and also intelligence is the ability to deal with cognitive complexity. The primary components of intelligence are very close to mental processes, like thinking and language. Sir Francis Galton, the father of mental test believed that the simple sensory, perceptual and motor responses were the key dimensions of intelligence.

Gardner (1993) defines intelligence as the ability to solve problems, or to create products, that are valued within one or more cultural settings. Gardner (1993) argues that intelligence consists of seven frames of mind (verbal, math, spatial, movement, music, insight about self, insight about others). There are two major extremes of intelligence in which lowest extreme of intelligence is mental retardation which is a condition of limited mental ability in which individual has low I.Q., usually 70 on a traditional intelligence test. The other extreme of intelligence is giftedness. People who are gifted have above average intelligence (an I.Q. of 120 or higher) and have superior talent. Terman (1925) conducted an extensive study of 1500 children whose Stanford Binet I.Q. average was 150. He found in his study that they were not only academically gifted but also socially well adjusted. Gifted children are precious in the sense that they begin to master an area earlier than their peers, learning in their domain is more effortless than for ordinary children and solve problem in a unique ways.

Vernon (1969), summarizes the concept of intelligence as basically, involving genetic capacity that intelligence is a part of genetic equipment and observed behavior that intelligence results from both hereditary and environmental factors and a test score that intelligence is the construct measured by an intelligence test. Kimmel (1985) proposed that the concept of functional stability of central nervous system provides a neurobiological basis for the intellectual dimension of human behavior. He presented evidences to suggest that individuals who have more functionally stable central nervous system are having higher value of IQ, from those whose central nervous system is less functionally stable. He also established that functional stability of central nervous system may be modified experience.

## Review of Related Literature

Sabapathy (1986) examined the relationship among the different variables as general mental ability emotional-social maturity, socio-economic status and academic achievement of students and General mental ability was positively related to emotional and social maturity and emotional maturity is positively related to socio-economic status. Dharmi (1974) conducted a study on intelligence and socio-economic status as factors indicative of emotional maturity of IX and X class students of age group 14 and 15 of different categories of students of Punjab and reported a high significant relationship between emotional maturity and intelligence. Family climate is an effective determinant of home adjustment, school adjustment and emotional maturity of the students (Anshu, 1988). Hangel and Suneetha (2007) found children of employed mothers have high emotional maturity and high intelligence than the children of unemployed mothers and female children of high intelligence of employed mothers are high in emotional maturity. Muley Patnam and Vasekar (2003) studied the emotional maturity of school going children, significant positive relationship was found between urban children's emotional maturity and their academic performance, chronological age, ordinal position abilities, size and type of family, parenting, general mental ability, and number of friends as well as their parental age, education and employment. Defrain (2001) conducted study on 'Emotional maturity of adolescents in relation to intelligence, academic achievement and environmental catalysts' on a sample of 356 adolescents. In this study it was found that; (a) Emotional maturity and intelligence were found to be closely related (b) No significant relationship was found between emotional maturity and academic achievement; (c) No significant difference was found in emotional maturity due to area, sex and type of school; (d) Students of government schools were found to be more emotionally matured than those of private schools. Ronelle, Carlstrom and Aaron (1984) on the basis of their investigation stated that there is a significant difference among science and arts students with respect to emotional maturity.

### Problem

To study the difference in emotional maturity between high and low intelligence among science and arts students.

### Objectives

1. To study the difference in emotional maturity between high and low intelligence.
2. To study the difference in emotional maturity between science and arts students.

### Hypotheses

1. There is no significant difference in emotional maturity between high and low intelligence.
2. There is no significant difference in emotional maturity between science and arts students.

### Operational Definitions

#### Emotional Maturity

Emotional Maturity is the ability to differentiate and to properly identify one's emotions while granting

individual the freedom to experience whatever emotion is appropriate to a given situation.

#### Intelligence

Intelligence is the capacity of individual to think rationally, to act purposefully and to deal effectively with his environment where individual resides and works (Wechsler, 1960). Intelligence is the ability to reason, solve problem, think abstractly, and learn quickly and to learn from experience.

#### Justification of Problem

Individuals who get admitted in college have enough intelligence to devote considerable mental energy into studies, spend much time in campus and interact frequently with faculty members and other students. It is not only academics with which students are concerned; they are equally affected by emotional challenges. So the specific need for identifying the phenomena of emotional maturity in respect of intelligence is natural and inevitable for students' growth and development. Emotional maturity is important for students as it helps students how to respond in a particular situation, how to control emotions and how to behave in a matured manner when they interact with others. Emotional maturity helps in exchange of ideas, views, feelings which give happiness and removes loneliness. It may be assumed that students with high intelligence may have high emotional maturity which helps them in good adjustment and personal growth. Simultaneously in many research findings, it was also found that students with high intelligence are lack in emotional maturity. This way it can be inferred that the students of different academic streams may be different in their emotional maturity, as course content and knowledge of arts and science stream lead two different orientation of life. Therefore the researcher is curious to know whether there is any difference of emotional maturity between high and low intelligence among science and arts students.

#### Methods

##### Variables

##### Independent Variables

##### Intelligence

High Intelligence,

Low Intelligence

##### Stream of Education

Science

Arts

##### Dependent Variable

Emotional Maturity

##### Control Variables

1. Age (18- 25 years)
2. Gender (Boys and Girls)
3. Academic Qualification (At least graduate)

#### Research Design

Randomized two group design was used.

#### Data Collection

The data of the present study was collected from the students of two different academic streams (Science and Arts) from Dayalbagh Education Institute, Agra through a random sampling, with academic qualifications of graduation, with age range of 18-25 years.

### Sample Description

The sample of present study consisted of 100 cases. Both Arts students (25 Boys and 25 Girls) and Science students (25 boys and 25 girls), were randomly selected, with academic qualifications of graduation. Their age range was between 18-25 years.

### Tools

#### Emotional Maturity Scale

Emotional Maturity Scale is constructed by Singh & Bhargava (1990). It provides a useful way to measure that how much an individual is emotionally matured. The validity of this test is 0.64. The total number of questions in this test is 48. The test retest Reliability is 0.75.

#### Standard Progressive Matrices

Standard Progressive Matrices is constructed by Raven (1988). It provides a useful way to measure intelligence level of individual. It consists of 60 items. The validity of this test is 0.83. The test-retest reliability of this test is 0.85.

#### Statistical Analysis

't-test' was used.

#### Data Analysis and Interpretation

The objective of the present investigation is to study the "Difference in Emotional Maturity between High and Low Intelligence among Science and Arts Students". For this purpose 't-test' was calculated.

#### Note

'Emotional Maturity Scale' shows lower the score obtained by the subject, higher is the emotional maturity value.

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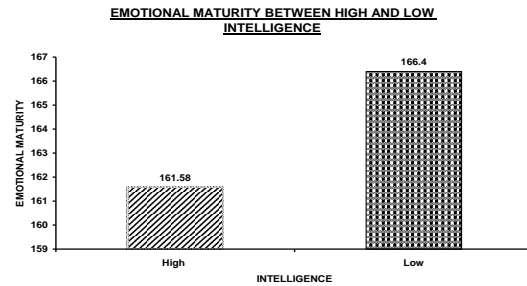
#### Note

'Emotional Maturity Scale' shows lower the score obtained by the subject, higher is the emotional maturity value.

**Table -A: Emotional Maturity and Intelligence**

Intelligence	N	df	Emotional Maturity		SE d	t
			Mean	SD		
High	50	98	161.58	8.83	1.76	2.74*
Low	50	98	166.40	8.77	6	*

Table-A, indicates t = 2.74 (df = 98) was found significant at 0.01 level. This suggests the rejection of null hypothesis. This implies that the difference between mean of two groups of intelligence i.e. high and low is real and reliable and cannot be attributed to chance factors. The difference between high intelligence (161.58) and low intelligence (166.40) indicates that students having high intelligence are superior in emotional maturity as low score shows higher value of emotional maturity. The following graph clearly represents the difference.

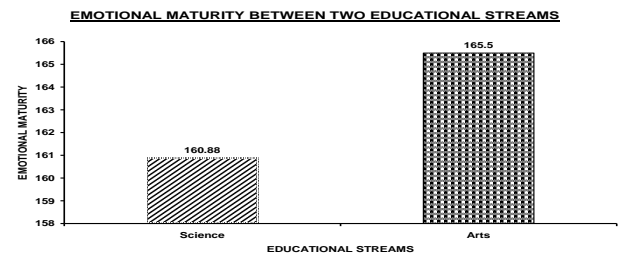


**Table -B: Emotional Maturity and Educational Streams**

Education al Stream	N	df	Emotional Maturity		SE d	t
			Mean	SD		
Science	50	98	160.88	7.37	1.83	2.51*
Arts	50	98	165.50	10.66	6	*

\*p<0.05

Table-B, indicates t = 2.51 (df = 98) was found significant at 0.05 level. This suggests the rejection of null hypothesis. This implies that the difference between mean of two groups of educational streams i.e. science and arts is real and reliable and cannot be attributed to chance factors. The difference between science (160.88) and arts (165.50) indicates that subjects of science streams are superior in emotional maturity in comparison to arts students. The following graph clearly represents the difference.



### Findings and Discussion

#### There is significant difference in emotional maturity between high and low intelligence.

The present study reveals that there is significant difference in emotional maturity between high and low intelligence. The reason behind it is that the people with high intelligence have good control over their emotions and deal effectively with their environment with more rational and logical thoughts. Various studies also reveal that the people with high intelligence are more emotionally matured than people with low intelligence. Emotional maturity is a state of balanced feelings and self control. Every individual possesses both type of emotions, it may be positive or it may be negative but a emotionally matured person have ability to express his or her emotions properly, effectively, skillfully. Dhama (1974) also found high significant relationship between emotional maturity and intelligence. He conducted a research to investigate the intelligence, and socio-economic status as factors indicative of emotional maturity of students and reported high significant

relationship between emotional maturity and intelligence. Sabapathy (1986) conducted a study and also found that general mental ability was positively related to emotional and social maturity.

**There is significant difference in emotional maturity between science and arts students.**

The present study reveals that there is significant difference in emotional maturity between science and arts students were arts students are found to be less emotionally matured than science students. The reason behind it may be that arts students usually deal with humanities and greatly associated with human feelings and emotions which are more inspired by pleasure, satisfaction and contentment where they may sometimes fail to control their emotions which lead them to emotional immaturity. Ronelle, Carlstrom and Aaron (1984) have also concluded that there is a significant difference among science and arts students. Singh and Pant (2013) clarify that arts students are more concerned with humanistic values. Because of having humanities aspect in their subjects they found to be emotionally unstable than science students. Science and arts students differ in emotional maturity because they are related to different subjects which may have different orientation of life.

**Conclusion**

With reference to the present result it can be concluded that there is a significant difference in emotional maturity between high and low intelligence among students which shows that students with high intelligence are more emotionally matured as compared to students with low intelligence. The present study also reveals that there is a significant difference in emotional maturity between science and arts students and science students are more emotionally matured as compared to arts students because both the streams have different orientation of life and science is usually based on facts not on emotions. Therefore it may be reason that science students are more emotionally matured and stable.

**Implication of the Study**

Today students are well and easily exposed to vast, unlimited information and are under high pressure because of increasing competition and expectations from their family and peers. Undoubtedly, in the dynamic environment of college many of the students have enough intelligence to gain knowledge, interact properly with faculty members but on the other hand finding difficult to adjust them and even sometimes come under environmental pressure. This is quite evident from the increase number of crime, suicide, drug abuse and other cases where students are involved. In some extreme cases, students are even being used by terrorist groups as a weapon of terror. All of these acts can be attributed to their low emotional maturity. If the students have enough intelligence with high social and emotional maturity they may have better adjustment with environment and remain away from these types of problems. Our education aims at all round development of the personality of the child whether it is science or arts or commerce. Our education is

meant for developing three domains such as cognitive, affective and social. Our education mainly stresses to develop cognitive aspect which deals with knowledge and to some extent develop social aspect which deals with social skills. The affective aspect which deals with emotions, feelings and sentiments of the students is totally neglected by our Education. For developing the student emotionally matured, only formal education is not enough but informal education which the students get from their family and society is also needed. When students lack in emotional maturity apart from intelligence they may suffer from stress, anxiety, and many other psychological problems. Since emotional maturity play a vital role in transformation of student into an ideal citizen, therefore, the study of these parameters among students is of great importance.

**Limitations and Suggestions**

Many times a researcher do not carry out his work perfectly due to lack of resources and time. The present investigation had certain limitations and therefore few suggestions are given for further researches which are as follows.

1. The study was conducted on limited sample of hundred students from Dayalbagh Educational Institute only. It is suggested that further research can be conducted on a larger sample.
2. Only science and arts college students from Dayalbagh Educational Institute are included in this study. It is suggested that the further research can be conducted on the other academic streams as well.
3. The study has not been done on below eighteen and above twenty years of age group. So results cannot be generalized on other age group. It is suggested that the further research can be administered on other age groups.
4. Rural areas are not included in the sample. Therefore scope of the study is limited. It is suggested that further research can be conducted in rural areas.

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