

# STUDY THE RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND SELF-EFFICACY AMONG GIRL STUDENTS STUDYING GURUKULAS FROM KRISHNA DISTRICT IN ANDHRA PRADESH

**Dr. Mandava Neelima**

*\*Post-Doctoral fellow (ICSSR), Dept. of Education Technology, School of Social Sciences, University of Hyderabad-500046, India.*

## ABSTRACT

*The current research paper is an attempt to find out the relationship between emotional maturity and self-efficacy in 250 girls studying Gurukulas from Krishna district in Andhra Pradesh. In this research, the Emotional Maturity Scale was developed by Tara Sabapathy (2020). It consists of 44 items with four alternative options always, sometimes, rarely, and never. split-half reliability of the coefficient is 0.88. The Self-Efficacy Scale developed and standardized by Singh, A. K. & Narain, S. (2014) was employed to collect data in this investigation and it includes 20 items. There are five alternatives for each item such as SA, A, N, DA, and SDA. The test-re-tests and split-half reliability were 0.82 and 0.74. The concurrent validity of the scale is 0.92. Results of this investigation found that class studying, type of family, and social status of girl students don't differ significantly in the relationship between EM and SE.*

*Keywords: Emotion, Emotional maturity, Self-efficacy, and Girl students*

## Emotional maturity

Life is a mixture of need and freedom, change and choice. No two people are alike. Some find themselves accustomed to new situations, while others experience difficulties. Emotional maturity is a manner of maturity and age relying on one's ability, energy, and potential to use and experience oneself. In a broad sense, EM is the degree to which a man or woman perceives his or her capability to tolerate and develops his or her perceptive powers to deal with conditions that may also take a look at the intelligence of a clever person. Young et al. (1996) state that a person who is mentally mature or stable, regardless of age, can overcome stress, can ignore the emotional factors that affect him, and be honest as he examines his assets and responsibilities. Strings focused on his thoughts and emotional state and better integrity of his public behaviour, so a mature person can control his emotions. Thus, emotional maturity refers to a stage in which one can face actuality and face it, are fascinated in giving and receiving love, can examine from private experiences, and take delivery of constructively the frustration and hostility.

## Self-Efficacy

Self-efficacy ability testing your ability to acquire the desires and entire the tasks assigned to you. It can additionally be described as the capacity to manipulate in a positive way to obtain certain goals. According to Bandura (1977), self-efficacy is a take a look at of a person's potential to do his job, obtain a

goal, or overcome an obstacle. Nebitt (2009) recommended that self-efficacy is the potential to accumulate human understanding and capabilities and radically change it into a strategy for coping. Although *Jerusalem and Mittag (1995)* view self-efficacy as a hallmark of humanity, they suggest that it can be viewed as flexible and unstable in young people, such as college people. According to *Bandura, 1986*, self-efficacy beliefs are defined as the judgment of a person about his or her ability to perform and perform the actions required to achieve a planned performance.

### **Relationship between EM&SE among students**

Emotional maturity is an important natural and inevitable consequence of student growth and development. It is very important for the morals of the students as they are the pillars of the next generation. *Sheema (2005)*'s research observed that there was a significant difference between male and female students in their emotional stability. Female students are less emotional stability than male. A study conducted by *Hirose et al. (1999)* found that this aspect was essential for college adjustment on the effects of self-efficacy on college students, and researchers who studied the emotional maturity and self-efficacy structures of student model groups highlighted both. These structures have had a significant impact on the success of university transitions from high school (Bean et al., 1990). *Stephen (2002)* examined neuroticism and emotional maturation in female students and the result found that people with high scores had lower levels of emotional maturity (as cited in *Ganie, A. H., and Mahreen, M., 2020*).

### **Significance of the investigation**

The present research aimed to study the relationship between EM and SE of 13 to 14-year-old girl students from the Krishna district in Andhra Pradesh studying Gurukulas. Young people of all ages face various pressures, both inside and outside the home. It is a universally accepted fact that children undergo many physical, mental, and social changes during adolescence. These changes have a profound effect on them; They can make or break a person. Great efforts should be made to find solutions to these behaviours that are problematic in youth. It is worth mentioning here that emotional maturity is essential to a successful personal and professional life. The researcher imagined in his mind the need to study its relationship with EM and SE.

### **Review of Related Literature**

*Ganie and Mahreen (2020)*'s study indicated that gender doesn't differ significantly in the emotional maturity of hostellers at the University of Kashmir. The gender of hostellers doesn't differ significantly in their self-efficacy. There is a negative significant relationship between SE and EM of hostellers. *Kaur & Singh (2019)*'s research revealed that the gender makes no significant difference in their career decision self-efficacy of senior secondary school students, but based on the average score, boys were more aware of their career choices than girls. Deciding on the career of senior high school students does not have an important relationship between SE and EM. *Khan et al. (2015)* examined the emotional maturity and self-efficacy among 100 students at Aligarh Muslim University. The study found that there was a significant negative relationship between SE and EM, emotional instability, emotional decline, and personality differences, a significant difference was found in the lack of independence and social inequalities among Aligarh Muslim University students regarding gender.

**Title of the Investigation:**

“Study the relationship between emotional maturity and self-efficacy among girl students studying Gurukulas from Krishna District in Andhra Pradesh”.

**Objectives of the current investigation**

1. To assess the relationship between EM and SE of girl students.
2. To find the significant difference in the relationship between EM and SE of girl students based on the following variables.
  - a) Class studying
  - b) Type of family
  - c) Social status

**Null Hypotheses:**

1. There is no significant relationship between girl students' emotional maturity and self-efficacy.
2. There is no significant difference in the relationship between girl students' emotional maturity and self-efficacy based on the following variables.
  - a) Class studying
  - b) Type of family
  - c) Social status

**Limitations:**

1. The investigation region is restricted to one district, i.e. Krishna in A.P.
2. The sample size is restrained to 250 girls studying Gurukulas.
3. This study was restricted to 8<sup>th</sup> and 9<sup>th</sup>-grade girls only.
4. The levels of significance considered in this research are 0.05 and 0.01.

**Research Design:**

Using a simple random sampling method, the researcher selected 250 girl students studying Gurukulas from Krishna district in A.P.

**a) Tool used:**

*Emotional Maturity Scale* developed and standardized by Tara Sabapathy (2020) was employed for data collection and it has 44 items with four alternatives for each item i.e., always, sometimes, rarely, and never. There are six components on this scale. There are 22 positives and 22 negatives. If the respondent finds 'always', the positive items will be given a weightage of 2 points. Similarly, 3, 2, and 1 point are given to mark 'sometimes', 'rarely', and 'never' and among the negative features, points are reversed, i.e. from 1 (always) to 4 (never). Score ranges from 1 to 176. Split-half reliability of the coefficient was 0.88.

*The self-Efficacy Scale* was developed and standardized by Singh, A. K. and Narain, S. (2014) and it has 20 items. There are 16 positive and 4 negative items. This scale has four areas, namely self-confidence, efficacy expectation, positive attitude, and outcome expectation. It has five responses: SA, A, N, DA & SDA. Points 5, 4, 3, 2 & 1 were given positive statements and for negative statements, points backed up. The test re-test reliability and split-half reliability were 0.82 and 0.74. These values are significant at the 0.01 level. The concurrent validity of the scale is 0.92.

**b) Statistical Techniques Used:**

Karl Pearson's coefficient of correlation and Fisher's 'Z' function were employed for the analysis of current research data.

**Results & discussion:**

**Table 1***Coefficient of correlation between Emotional maturity and Self-efficacy of Girl Students*

Variables	N	Df = (N-2)	r- value	Remark
Emotional maturity	250	248	0.012*	NS @
Self-efficacy				at .05 level

From Table 1, r-value of 0.012 with df = 248 is lower than 0.138 at the 0.05 level. The null hypothesis is retained. Hence, there is no significant relationship between the emotional maturity and self-efficacy of girls studying in Gurukulas.

**Table 2***Significant Differences in the relationship between EM and SE of Girl students based on Class Studying-*

Class studying	N	r	Z	Dz	SED	C.R.	Remark
8 <sup>th</sup>	127	-0.04	-0.04	0.01	0.13	0.08*	NS @
9 <sup>th</sup>	123	0.03	0.03				at 0.05

Table 2 shows that the calculated critical ratio (0.08) value is lower than 1.96. The null hypothesis is retained. Girl students don't differ significantly in the relationship between EM and SE.

**Table 3***Significant Differences in the relationship between EM and SE of Girl Students based on Type of family*

Type of family	N	r	Z	Dz	SED	C.R.	Remark
Joint	100	-0.13	-0.13	0.06	0.13	0.46*	NS @
Nuclear	150	0.07	0.07				at 0.05 level

Table 3 reveals the calculated critical ratio (0.46) value is lower than 1.96. The null hypothesis is accepted. Type of family doesn't differ significantly in the relationship between emotional maturity and self-efficacy among girl students.

**Table 4***Significant Differences in the relationship between EM and SE of Girl Students Based on Social Status*

Social Status	N	r	Z	Dz	SED	C.R.	Remark
BC	76	0.06	0.06	0.05	0.17	0.29*	NS @ at 0.05 level
OC	70	-0.01	-0.01				
BC	76	0.06	0.06	0.01	0.16	0.06*	
SC	78	-0.05	-0.05				
BC	76	0.06	0.06			0.21*	
ST	26	0.11	0.11	0.05	0.24		
OC	70	-0.01	-0.01			0.23*	
SC	78	-0.05	-0.05	0.04	0.17		
OC	70	-0.01	-0.01			0.41*	
ST	26	0.11	0.11	0.10	0.24		
SC	78	-0.05	-0.05			0.25*	
ST	26	0.11	0.11	0.06	0.24		

Table 4 reveals, that all critical ratio values are less than 1.96. Null hypotheses are retained. Social status of girl students doesn't differ significantly in the relationship between EM and SE.

**Results of this investigation:**

Class studying, type of family, and social status don't differ significantly in the relationship between EM and SE among girl students.

**Recommendations:**

The current study will help teachers, mentors, and parents as follows:

This study revealed that emotional maturity does not play a major role in girls' self-efficacy, so the teacher may correlate emotional maturity with other variables such as emotional stability, personality traits, etc. to increase self-efficacy in adolescence. Career counselling interventions should be increased in Gurukulas to enhance career decision-making self-efficacy in girls. Educational policies and programmes need to be improved to increase knowledge, understanding, and awareness of decision-making skills.

**Conclusion:**

The results demonstrated that there is no significant relationship between girl students' EM and SE. There is no significant difference in the relationship between EM and SE of girl students based on class studying. Family type and social don't make a significant difference in the relationship between EM & SE among girl students.

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