

ANALYSIS OF UNDERGRADUATE ENGINEERING STUDENTS SOCIAL INTELLIGENCE AND EMOTIONAL MATURITY

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Abstract: Emotional maturity is the reset of healthy emotional development. The term emotional maturity essentially involves emotional control. According to this view, the emotionally mature person is able to hide his feelings such as a person is not subject to swings in mood and can suffer in silence. When he does express emotions, he does so with motivation, decently and in good order. This study focus on the undergraduate engineering college students, 104 engineering students has been chosen from engineering colleges, Chennai and the survey is conducted with the structured questionnaire and further concludes with the help of statistical tools.

Key Words: Emotional Maturity, Swings, motivation.

INTRODUCTION

Emotional Maturity is the result of healthy emotional Development. An emotionally person is the one who can give expression to his emotion at the right time and in a proper manner. This means emotional maturity is having proper emotions at proper time and to express in proper form and in proper quality. According to J. Jersild, Emotional Maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things to relay himself to others, to love and to laugh to feel sorrow at the time of grief, to show anger when thwarted and to show fear there is occasion to be frightened without any false mask. In this paper the researcher have observed and analysed about the current problem with the student's mental ability and tolerance. In the current environmental surroundings we can see in the real life the students feel difficulties in facing different situation like with their family members, friends, and others. This paper explicit the exact reason where the students are lacking in emotion.

The experience of joy, anger, fear, surprise etc., is common in every day experiences. We can't imagine our life without such experiences that are termed as

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emotions. Without emotions life will be dull and colourless. Emotions are very powerful in their influences. An angry person shall disrupt relationship and may result in a serious threat to life of the target person. Similarly the experience of joy and happiness may contribute to positive behaviours like helping others and pursuing group goals. Emotions perform many functions in our lives. They arouse us to take necessary action with regard to some experienced or imagined event.

In this way emotions direct our actions, towards specific goals. They also influences we attend to on the way we interpret and remember various aspect of life.

Emotions constitute an important part of the human psyche and they are universal. The emotions of love, kindness, mercy, anger, lust and jealousy, remain all the same in man wherever he lives and whatever walk of life he has chosen for his bread. Our positive emotions like love and compassion have the potential to unite us with the other members of the organization we work with and with society at large. They can guide us to get the reorganisations and security we want. On the other hand when the negative emotions like anger or jealousy go unbridled, they can land us in problems.

PROCESSING OF EMOTIONS

Processing of emotions refers to the reduction of emotional response to a situation even if it is provocative or an issue that can test one's tolerance. In other words it refers to the act of bringing emotions under a healthy control through psychological and psycho - neurological mechanisms. It is keeping emotions under control so that they do not disturb thinking when a problem is nagging and persistent. When the behaviour is undisturbed and the cognitive faculty is active about the problem, the emotional processing is successful and become normal and thinking becomes active. We should quickly get out of the disturbance to keep our behaviour normal.

SOCIAL INTELLIGENCE

Social intelligence consists of the ability to act in different social situations, to discover other people's feelings and interests, to organize groups and negotiate solutions, to establish personal relationship with others to express one's feelings to others to interact and participate with others in various events, to recover from embarrassing situations with the least possible losses, to recognize one's errors and failures and them, to adapt quickly to any medium one is placed in, and to persuade others of one's personal view (Darwish, 2003). Social intelligence is playing a viral role in the part of students, since the corporate expectations is high in the level of social attitude, students nowadays should be in that level where corporate should be acceptable and satisfied.

REVIEW OF LIERATURE

Vijayalakshmi, R (2008) studied on emotional maturity of higher secondary students in relation to their achievements in English. The study found extremely unstable emotional maturity of higher secondary students. No significant difference is found between boys and girls with respect to their Emotional Maturity.

CARMEL HERINGTON AND SCOTT WEAVERN (2007), studied on Does Marketing Attract less Ethical Students? An Assessment of the Moral Emotional Maturity of Undergraduate marketing students. The aim was to determine if marketing attracts individuals who have a greater predisposition to unethical behaviours given that marketing is often reported as the most unethical of all business activities. The defining issue Test (DIT) was used to measure MRA. Although frequently used to measure the MRA of undergraduate students, the DIT has not been used within the marketing domain. The findings indicate that marketing students do not exhibit a lower level of MRA than other business disciplines marketing students are no less ethical in their thinking than their pursuing other business careers. The perception of unethical behaviour is more likely to be a product of the nature of marketing activities to consumer.

JULIE BLASKEWICZ BORON, NICHOLAS A. TURIANO, CHERRY L. WILLIS, AND K. WARNER, Studied on effects of cognitive Training on change in Accuracy in Indicative Emotional Maturity. Investigated Cognitive Training effects on accuracy and number of items attempted in inductive Emotional Maturity performances in a sample of 335 older participants. (M= 72.78 years) from the Seattle longitudinal study. We assessed the impact of individual characteristics, including chronic disease. The emotional maturity training group showed significantly greater gain in accuracy and number of attempted items than the comparison group gain was primarily due to enhanced accuracy. Emotional Maturity training effects involved a complex interaction of gender, prior cognitive status, and chronic disease.

PAUL T. CIRINO, MARY K. MORRIS AND ROBBIN D. MORRIS (2007) Studied on Semantic, Executive and Visuospatial Abilities in Mathematical Emotional Maturity of Referred college students. Results indicate that these Cognitive domains were able to predict 30% of the variance in Calculation skills and 50% of the variance in mathematical Emotional Maturity, however in both cases of the domains of semantic retrieval and visuospatial skill contributed uniquely.

PETER J. ASHKAR AND DIANNA.T.KENNY (2007) Studied on Moral emotional Maturity of Adolescent Male Offenders, Comparison of Sexual and Non sexual offenders.. This study compares the moral Emotional Maturity abilities of Juvenile Sexual and Non-Sexual offenders using a novel methodology that explains response to operations addressing morality in a variety of offending contexts. Responses by sexual offenders in sexual offending contexts and by nonsexual offenders in non sexual offending contexts were dominated by pre-convention

emotional maturity, and both groups employed a greater use of conventional emotional maturity in non congruent offending contexts.

ARUL JOSEPH RAJ. C. (2007) Studied on self control in relation to emotional maturity of higher secondary students. It was found that emotional maturity of higher secondary students in high. It is lowest in the case of boys in co-education schools and highest for girls in co-ordination schools. Emotional Maturity of girls in total is higher than the boys.

SHANNON E. CAUANAGH (2008) Suggest that a sizable minority of young people experience dynamic family structure arrangements. Moreover, family structure at adolescence best predicted later emotional distress, and family structure at adolescence plus an indicator of cumulative family instability across childhood best predicted current marijuana use. More so than indicators tapping social control, levels of family connectedness and parent – adolescent relationship quality were key conduits for these associations.

HARRIS, BELINDA M. (2007) Provided a range of person - centred strategies for building communities of professionally committed, relationally competent, collaborative individuals.

Research Design

Descriptive study is deployed in this research, about 104 undergraduate students were selected for the survey from Chennai engineering colleges and their opinions has been collected and further the data's are analysed using various statistical tools for the results.

STATEMENT OF THE PROBLEM

The problem undertaken by the investigator is stated as "Analysis of undergraduate engineering students social intelligence and emotional maturity."

Further there is no such study focusing on exploring the relationship between the effective applications of emotional maturity of Undergraduate students.

OBJECTIVES OF THE STUDY

The present research article is carried out with objective of finding out the status of emotional Maturity of Undergraduate engineering students.

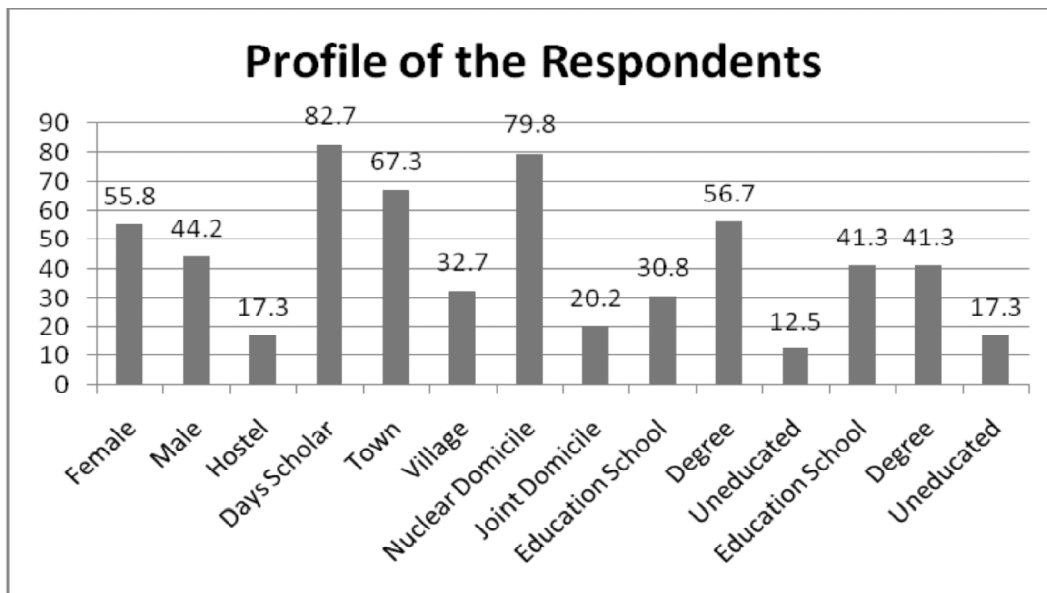
1. To study the Emotional intelligence of college students
2. To find out if there exists any significant relationship between Emotional Maturity and Various dimensions of College students Emotions.
3. To find out if there exists of significant difference in the emotional maturity of different demographic factors based on Gender/Course/Locality/

Domicile/Father Education/Mother Education/Family nature/
Community

DATA ANALYSIS AND INTERPRETATION

The chart shows the demographic factors

Inference: From the above table it is inferred the number of respondents demographic factors. 55.8 % of the female respondents, 44.2 % of male respondents, the type of students from hostlers 17.3 % , days scholar 82.7 % , locality of majority students are 67.3% remaining percentage of the students are from villagers, regarding domicile nuclear domicile is about 79.8%, joint domicile is about 20.2%, 30.8 % fathers education in school education, 56.7% at degree, 12.5% o respondents are uneducated, about 41.3 % of the respondents mothers education is at school level , 41.3% is at degree level and 17.3% respondents ar at uneducated level.



Sources: primary Data

The Following Tables Shows the Factors Influencing the Emotional maturity and analysis of demographic factors among the engineering students

Objectives: To identify the significance difference between Demographic factors and factors influencing of emotional maturity

Inference: From the above table t-test values sources of information on emotional maturity 2.52, 2.23, 5.54, 4.039 are significant at 1 % level. This shows that there is

Table 1
Influence of gender on factors of Emotional maturity

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>t-value</i>
Priority to others	Female	58	2.90	0.968	2.527
	Male	46	3.43	1.205	(p=.013)
Successful Competitors	Female	58	1.86	0.576	2.234
	Male	46	1.57	0.779	(p=.028)
Social Functions	Female	58	2.34	1.250	1.329
	Male	46	2.07	0.772	(p=.187)
Criticism	Female	58	3.91	0.996	5.544
	Male	46	2.70	1.245	(p < .001)
Change in life	Female	58	3.84	1.005	4.039
	Male	46	3.17	0.570	(p < .001)

H0: There is no significance difference between gender and the level of emotional maturity

H1: There is significance difference between gender and the level of emotional maturity

significance difference between the mean response given by the respondents sources of emotional maturity and the tested average score (=3). Further the mean value of the sources criticism of female 3.91 and the changes of life pattern of female 3.84 and next with the priority to others 3.43 changes of life of male 3.17, which are above the tested score. Criticism of female play a vital role is considered as to be sensitive. They should have the tolerance limit with the others criticism.

Table 2
Influence of type of student on factors of Emotional maturity

	<i>Type of student</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>t-value</i>
Priority to others	Hostel	18	4.67	0.485	8.334
	Days scholar	86	2.81	0.914	(p < .001)
Successful Competitors	Hostel	18	1.00	0.000	5.673
	Days scholar	86	1.88	0.658	(p < .001)
Social Functions	Hostel	18	3.00	0.000	3.586
	Days scholar	86	2.06	1.110	(p=.001)
Criticism	Hostel	18	2.00	1.455	5.837
	Days scholar	86	3.66	1.013	(p < .001)
Change in life	Hostel	18	3.67	0.970	0.612
	Days scholar	86	3.52	.891	(p=.542)

H0: There is no significance difference between the type of student and the level of emotional maturity

H1: There is significance difference between the type of student and the level of emotional maturity

Inference: From the above table t-test values sources of information on emotional maturity 8.334, 5.673, 5.837, are significant at 1 % level. This shows that there is significance difference between the mean responses given by the respondent's sources of emotional maturity. Further the mean value of the sources priority to others 4.67, change in life pattern of hostel 3.57, change in life pattern of days scholar 3.52, criticism of days scholar tolerance 3.66, and social functioning of hostel 3.00 which are the above tested average score of priority to others have highly impact on and this should be consider as important factors where the students are to be adjustable when the priority goes to others.

Table 3
Influence of locality on factors of Emotional maturity

	Locality	N	Mean	S D	t-value
Priority to others	Town	70	3.04	0.984	1.216
	Village	34	3.32	1.319	(p=.227)
Successful Competitors	Town	70	1.77	0.765	0.866
	Village	34	1.65	0.485	(p=.388)
Social Functions	Town	70	2.47	1.032	3.618
	Village	34	1.71	0.970	(p < .001)
Criticism	Town	70	3.40	0.923	0.288
	Village	34	3.32	1.788	(p=.774)
Change in life	Town	70	3.63	1.038	1.311
	Village	34	3.38	0.493	(p=.193)

Ho: There is no significance difference between locality and emotional maturity

H 1: There is significance difference between the locality and emotional maturity

Inference: From the above table t-test value sources of information on Emotional maturity (1.216), (0.866), (0.288), (1.311) are significant at 1% level. These shows there is significance difference between the mean response given by the respondents sources of Emotional Maturity and the tested average score (=3.0). Further the mean value of the sources such as change in life of town (3.63), changes in life pattern of village (3.38) criticism in town (3.40) criticism in village (3.32), priority to others in village (3.32) and priority to others in town (3.04). Among the above tested average changes of life pattern in town has the highest impact factor. Where the students from town are highly adaptable where as from village are not ready to adopt they need city cultured training which helps them to adopt easily.

Table 4
Influence of Domicile on factors of Emotional maturity

	<i>Domicile</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>t-value</i>
Priority to others	Nuclear Domicile	83	3.11	1.104	0.478
	Joint Domicile	21	3.24	1.136	(p=.634)
Successful Competitors	Nuclear Domicile	83	1.83	0.695	3.093
	Joint Domicile	21	1.33	0.483	(p=.003)
Social Functions	Nuclear Domicile	83	2.05	0.999	03.446
	Joint Domicile	21	2.90	1.091	(p=.001)
Criticism	Nuclear Domicile	83	3.34	1.355	0.602
	Joint Domicile	21	3.52	0.814	(p=.548)
Change in life	Nuclear Domicile	83	3.57	0.768	0.407
	Joint Domicile	21	3.48	1.327	(p=.685)

Ho: There is no significance difference between the Influence of Domicile and emotional Intelligence

H1: There is significance difference between the Influence of Domicile and emotional intelligence

Inference: From the above the table t-Test value sources of information on emotional maturity (0.478), (0.602), (0.407). This shows that there is no significance difference between the mean responses given by the respondents sources of emotional maturity and the tested average score (=3.0) . Further the mean value of the sources change in life of nuclear domicile (3.57) criticism (3.52) change in life of nuclear domicile 3.57 change in life of joint domicile 3.48, criticism in nuclear

Table 5
Influence of father's education on factors of Emotional maturity

	<i>Father's education</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>F-value</i>
Priority to others	Education School	32	3.41	0.911	9.359
	Degree	59	3.24	1.179	(p < .001)
	Uneducated	13	2.00	0.000	
Successful Competitors	Education School	32	1.97	0.647	5.614
	Degree	59	1.54	0.727	(p < .001)
	Uneducated	13	2.00	0.000	
Social Functions	Education School	32	2.09	0.777	14.748
	Degree	59	2.56	1.118	(p < .001)
	Uneducated	13	1.00	0.000	
Criticism	Education School	32	3.09	0.734	15.895
	Degree	59	3.17	1.367	(p < .001)
	Uneducated	13	5.00	0.000	
Change in life	Education School	32	3.56	0.914	2.099
	Degree	59	3.44	0.970	(p=.128)
	Uneducated	13	4.00	0.000	

domicile 3.34, priority to others in joint domicile 3.24, priority to others in nuclear domicile 3.11, which are the above test average score change in life pattern plays a vital role where the people faced to give up and towards modernization is not related with the motivation of domicile and also in same case with criticism and priority to others, it is identified in these cases the undergraduate engineering students are not influenced by domicile.

The above table shows the influence of fathers' school education on factors of emotional maturity and social intelligence

Ho: There is no significance difference between the influences of father's education on factor of emotional maturity

H1: There is significance difference between the influences of father's school education on factor of emotional maturity

The obtained 'F' value (9.359), (5.614), (14.748), (15.895) and are significant at 1% level. The value indicates that there is significant influence of fathers education on factor of emotional maturity of engineering students and the test average score (=3.0). Further the mean values shows the priority to others and the father education at school level (3.41) at degree level (3.24) and at uneducated level 2.00, criticism and father education are under school education level of 5.00.

Therefore the formulated hypothesis H0 rejected that there is significance influence of father's education on factors of emotional maturity.

Table 6
Influence of mother's education on factors of Emotional maturity

	<i>Mother's education</i>	<i>N</i>	<i>Mean</i>	<i>S D</i>	<i>F-value</i>
Priority to others	Education School	43	3.77	1.020	15.947
	Degree	43	2.77	0.841	(p < .001)
	Uneducated	18	2.50	1.150	
Successful Competitors	Education School	43	1.70	0.599	5.614
	Degree	43	1.63	0.787	(p=.077)
	Uneducated	18	2.06	0.539	
Social Functions	Education School	43	2.37	0.757	19.959
	Degree	43	2.58	1.200	(p < .001)
	Uneducated	18	1.00	0.000	
Criticism	Education School	43	2.44	1.076	36.910
	Degree	43	3.84	0.843	(p < .001)
	Uneducated	18	4.50	0.985	
Change in life	Education School	43	3.51	0.798	0.192
	Degree	43	3.53	0.984	(p=.825)
	Uneducated	18	3.67	0.970	

The above table shows about the Mothers education on factors of emotional maturity and social intelligence.

H0: There is no significance difference between the influences of Mothers education on factors of emotional maturity.

H1: There is significance difference between the influences of Mothers education on factors of emotional maturity.

The obtained 'F' value 15.947, 19.959, 36.910 are at significant at 1 % level The test average score (=3.0). Further the mean values from the analysis are priority to others in mothers education at school education 3.77, next comes with the social function where the majority of mothers education is at the degree level, and the next the level is criticism where the students mothers are under degree level of 4.50.

Therefore there is significance relationship between the Mother's education and emotional majority.

From the analysis only educated mothers children are very have the give up attitude of giving priority to others, accepting social functions and successful in competition and not able to tolerate with criticism and change in life pattern, this shows that every mothers in their family should be educated that help the students to motivate them effectively.

One Sample t-Test was used to test the level of Emotional maturity and social intelligence. From this table of emotional maturity were measured through 5 different variables like priority to others, successful in competition, social function, criticism ad changes in life pattern to test the significant difference between the mean value of the measured variables of Emotional maturity against the test average response of 3 (men score).

The following Hypothesis was framed.

H1: The level of emotional maturity provided by measured variables does differ with the average score

The table shows the results of t-test provided by measured variables and the average score

Table 7
One sample t-test for level of Emotional intelligence

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>p-value</i>
Priority to others	3.13	1.107	1.241	.218
Successful Competitors	1.73	0.686	18.870	<.001
Social Functions	2.22	1.070	7.423	<.001
Criticism	3.38	1.263	3.027	.003
Change in life	3.55	0.902	6.198	<.001

From the above table t-value of the Emotional maturity are 1.241, 18.870, 7.423, 3.027, 6.198 are significant level at 1% level. This shows that there is significant

difference between the mean responses given by the engineering students. And the test average score (=3.0), further the mean value of measured variables are 3.13, 3.38, 3.55 among the test average score, students like to have changes in their life pattern and people are very tolerable when there is criticism, it is advisable that the students expect their life to be modern and they very much interested in observing others view that can be encouraged for their future betterment.

To assess the association between gender and emotional maturity, chi-square test is performed to identify the association between gender and emotional maturity. The cross tabulation between gender and emotional maturity is presented in the table.

H1: There is significant association between gender and emotional maturity

Table 8
Association between gender and Emotional maturity

			<i>Gender</i>		<i>Total</i>	<i>Chi-square Value</i>
			<i>Female</i>	<i>Male</i>		
Emotional maturity	Low	N	11	36	47	(p < .001)
		%	10.6%	34.6%	45.2%	
	Moderate	N	19	9	28	
		%	18.3%	8.7%	26.9%	
	High	N	28	1	29	
		%	26.9%	1.0%	27.9%	
Total	N	58	46	104		
	%	55.8%	44.2%	100.0%		

From the above table it is observed that there is significant association between gender and emotional maturity. Chi-square value (41.171) shows that null hypothesis is rejected at 1% level. It is found that 34.6 % of the male have low value on his emotional maturity and about 26.9 % of the students feels that female emotional maturity level is high, they are able to tolerate with the different critical situation, it shows that male students should be trained in the area of soft skills

To assess the association between the type of student and emotional maturity, chi - square test is performed to identify the association between the type of students and their level of emotional maturity. The cross tabulation between the type of students and the level of emotional maturity

H1: There is significance association between the type of students and level of emotional maturity.

Table 9
Association between type of student and Emotional maturity

			Type of student		Total	Chi-square Value
			Hostel	Days Scholar		
Emotional maturity	Low	N	12	35	47	8.313(p = .016)
		%	11.5%	33.7%	45.2%	
	Moderate	N	0	28	28	
		%	-	26.9%	26.9%	
	High	N	6	23	29	
		%	18	86	104	
Total	N	58	17.3%	82.7%		
	%	55.8%	44.2%	100.0%		

From the table it is observed that there is significance association between the type of students and emotional maturity. Chi - square value (8.313) shows that the Null Hypothesis is rejected at 5% level. From the table it is identified that 86% of the Days scholar students are having High emotional maturity and as well as very low level of emotional maturity for hostel students. It is to be noted that hostel students need high level of external exposure like additional coaching class, personality development class, contact with outside people needed and environmental study is needed for their improvement.

Hence it is concluded from the analysis that type of students and level emotional maturity and social intelligence

To assess the association between locality and the level of emotional maturity. Chi square test is performed to identify the association between the locality and

Table 10
Association between locality and Emotional Maturity

			Locality		Total	Chi-square Value
			Town	Village		
Emotional maturity	Low	N	26	21	47	19.557 (p < .001)
		%	25.0%	20.2%	45.2%	
	Moderate	N	15	13	28	
		%	14.4%	12.5%	26.9%	
	High	N	29	0	29	
		%	27.9%	.0%	27.9%	
Total	N	70	34	104		
	%	67.3%	32.7%	100.0%		

the level emotional maturity. The cross tabulation between the locality and the level of emotional maturity is presented in the table.

H1: There is significance association between the locality and te emotional maturity.

From the table.. It is observed that there is significance difference between the locality and the level of emotional maturity. Chi - square value (19.557) shows that the null hypothesis is rejected at 1% level. Hence it is concluded from the analysis that the locality and the level of emotional maturity, there is difference between the town and village emotional maturity of the students.

To analyse the relationship between the domicile and emotional maturity, Chi-square test is performed to identify the relationship between the domicile and the level of emotional maturity. The cross tabulation between the domicile and the level of emotional maturity is preened in the table.

Table 11
Association between Domicile and Emotional maturity

			<i>Domicile</i>		<i>Total</i>	<i>Chi-square Value</i>
			<i>Nuclear Domicile</i>	<i>Joint Domicile</i>		
Emotional maturity	Low	N	42	5	47	4.866 (p = .088)
		%	40.4%	4.8%	45.2%	
	Moderate	N	20	8	28	
		%	19.2%	7.7%	26.9%	
	High	N	21	8	29	
		%	20.2%	7.7%	27.9%	
Total		N	83	21	104	
		%	79.8%	20.2%	100.0%	

H1: There is no significance association between the domicile and the level of emotional maturity.

H1: There is no significance association between the domicile and the level of emotional maturity.

From the table it is observed that there is no significant association between domicile and level of emotional maturity. Chi - square value 4.866 shows that null hypothesis is accepted at 5% level. Hence it is calculated from the analysis that the domicile and the level of emotional maturity are not associated with each other.

To analyse the relationship between the fathers' education and level of emotional maturity, Chi-square test is performed to identify the relationship. The cross tabulation between the fathers education and the level of emotional maturity is preened in the table.

Table 12
Association between Father's Education and Emotional maturity

		<i>Father's Education</i>			<i>Total</i>	<i>Chi-square Value</i>
		<i>School education</i>	<i>Degree</i>	<i>Uneducated</i>	<i>Value</i>	
Emotional maturity	Low	N	12	35	0	45.108 (p < .001)
		%	11.5%	33.7%	.0%	
	Moderate	N	9	6	13	
		%	8.7%	5.8%	12.5%	
	High	N	11	18	0	
		%	10.6%	17.3%	.0%	
Total	N	32	59	13	104	
	%	30.8%	56.7%	12.5%	100.0%	

H0: There is no significance association between fathers' education and the level of emotional maturity.

H1: There is no significance association between fathers' education and the level of emotional maturity.

From the table it is observed that there is no significant association between fathers' education and level of emotional maturity. Chi - square value 45.108 shows that null hypothesis is rejected at 1% significance level. Hence it is calculated from the analysis that the fathers education and the level of emotional maturity are associated with each other.

Table 13
Association between Mother's Education and Emotional maturity

		<i>Mother's Education</i>			<i>Total</i>	<i>Chi-square Value</i>
		<i>School education</i>	<i>Degree</i>	<i>Uneducated</i>	<i>Value</i>	
Emotional maturity	Low	N	21	24	2	28.399 (p < .001)
		%	20.2%	23.1%	1.9%	
	Moderate	N	12	3	13	
		%	11.5%	2.9%	12.5%	
	High	N	10	16	3	
		%	9.6%	15.4%	2.9%	
Total	N	43	43	18	104	
	%	41.3%	41.3%	17.3%	100.0%	

To analyse the relationship between the Mothers' education and level of emotional maturity, Chi-square test is performed to identify the relationship. The cross tabulation between the Mothers education and the level of emotional maturity is presented in the table.

From the table it is observed that there is no significant association between Mothers' education and level of emotional maturity. Chi - square value 28.399 shows that null hypothesis is rejected at 1% significance level. Hence it is calculated from the analysis that the mothers' education and the level of emotional maturity are associated with each other.

SUGGETION

Nowadays people emotional are some time controllable and some time uncontrollable, and if we focus our views among the students environment its vary from different environmental factors where the emotional maturity depends on the different factors in this point view male students are highly emotional maturity then the female in giving the priority to others, female should be motivated for giving the priority to others. This is because females are more possessive than the male.

When we take the condition in type of students only days scholar students emotional maturity is high than the hostels students it's because days scholar students are having lot of time and exposure to interact with others. So it is to be taken into consideration that hostel students should be allowed to expose themselves into external environment and have some interaction with outside people that lead them to gain knowledge.

Students feel more changes in the life pattern particularly in the nuclear family than in the joint family. Joint family members should give independency for their students to take their own decisions and feel comfortable

Fathers' motivation also plays an important role for the children emotional maturity if fathers are educated the can analyse the situation and guide the children properly.

CONCLUSION

Emotional maturity and competence are important not only to manage ourselves but the interactions and reactions from others too. We should learn to say calm in the emotionally charged situation. Even if there is any failures and headedness and emotional maturity can help us recover from it. Our thinking and decisions making can be free and unbiased only when we control our emotions and restrict any unwanted influence of others emotions on us. From the study it is found that students should be taught about the emotional maturity in their soft skills training

because in day to day life people has to face with others where they are in position is to give priority to others and also they should be tolerable with criticism, so one who is emotionally matured enjoys better mental and physical health.

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