

Study on Emotional Maturity and Coping Strategies among the Students Pursuing Rehabilitation Studies

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Abstract: *There is a relationship between people's emotional maturity and coping methods they prefer. Less emotionally mature people tend to prefer rather primitive and often inefficient coping methods, while more mature people lean towards more sophisticated and more useful methods. Aim of the study to examine the relationship between emotional maturity and ways of coping of students who are pursuing rehabilitation studies. Participants consisted of a purposively selected 60 students respect to their course and gender. 30 male students and 30 female students. Participants completed self-reported measures of emotional maturity scale and ways of coping questionnaire. The results indicating relation between emotional maturity has correlation with confrontive coping and positive reappraisal coping. Positive reappraisal coping were found negatively correlated with emotional maturity and this correlation is highly significant. There is no significant difference in level of emotional maturity and ways of coping among the students respect to their gender. There is significant difference found for seeking social support way of coping among students respect to their course. There is significant difference found for accepting responsibility way of coping among students respect to their gender.*

Keywords: Emotional maturity, ways of coping, rehabilitation studies.

1. Introduction

No one is born with emotional maturity; it is shaped by our relationship with and upbringing by our parents, and life experiences. Parents raise mature children by validating, mirroring, loving, and accepting their children. Parents who have achieved personal fulfillment and their own emotional maturity tend to raise mature children.

An emotionally mature adult grows from a childhood where one successfully struggles with failures, disappointments, and heartaches. A high IQ (intelligence quotient) doesn't necessarily lead one to develop emotional maturity; many who are born with few advantages can develop into mature, well-adjusted adults.

It should be noted that emotional maturity is closely related to the concept of emotional intelligence, which recognizes the benefits of becoming adept at handling and recognizing their own and others' feelings. Emotional maturity includes taking responsibility for your feelings and not blaming others for causing them. Those with a high degree of emotional maturity recognize that others are not responsible for our thoughts or reactions. A hallmark of emotional maturity is maintaining self-control during times of stress, adversity, and perceived failure. Emotional maturity allows the individual to gain perspective of a situation before reacting impulsively. It is important to remember that exhibiting emotional maturity will have a far-reaching impact on those around you. Parents who integrate emotional maturity into their interactions with their children are being excellent role models, for they are providing their children with some of the necessary tools for living a rewarding and satisfying life.

Emotionally disturbed behavior can be described in the following:

He reacts like a child, he looks for sympathy, conceited,

quarrelsome, infantile, self-centered and demanding person, has preservative emotions, is emotionally excitable and feel very much upset to lose a game (Gibb, 1942, Brogden, 1944, and Cattell, 1945).

Coping has been defined in psychological terms by Susan Folkman and Richard Lazarus as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing" or "exceeding the resources of the person".

Coping is thus expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize or tolerate stress or conflict. Psychological coping mechanisms are commonly termed Ways of coping or coping skills. Unconscious or non-conscious strategies are generally excluded. The term coping generally refers to adaptive or constructive Ways of coping, i.e., the strategies reduce stress levels. However, some Ways of coping can be considered maladaptive, i.e., stress levels increase. Maladaptive coping can thus be described, in effect, as non-coping. Furthermore, the term coping generally refers to reactive coping, i.e., the coping response follows the stressor. This contrasts with proactive coping, in which a coping response aims to head off a future stressor.

Ways of Coping define by Lazarus (1974) "It has been used to denote the way of dealing with stress or to effort to master the condition of harm, threat, or challenges when routine or automatic response is not readily available".

The Ways of Coping fall into one of two broad categories:

Problem-focused Ways of coping are used to tackle the problem directly. Problem-focused or approach coping happens when efforts are directed at solving or managing the problem that is causing distress. It includes strategies for gathering information, making decisions, planning, and

resolving conflicts. This type of coping effort is usually directed at acquiring resources to help deal with the underlying problem and includes instrumental, situation specific and task-oriented actions.

Emotion-focused Ways of coping are used to handle feelings of distress, rather than the actual problem. Emotion-focused or avoidant coping is coping that is directed at managing or reducing emotional distress, which includes cognitive strategies such as looking on the bright side, or behavioral strategies such as seeking emotional support, having a drink, or using drugs. In general, research has shown that problem-focused Ways of coping are the most effective way for dealing with stress.

Rehabilitation is “the combined and co-ordinate use of medical, social, educational and vocational measures for training or retraining the individual to the highest possible level of functional ability.” Quality rehabilitation of the disability is the ultimate goal of all rehabilitation professionals. Rehabilitation professionals to make clinical decisions in everyday practice that determine the disable’s improvement and development in future. Rehabilitation professionals play many roles in the field such as counselor, trainer, and educators.

Apart from personality traits, people also tend to develop habitual modes and methods of managing stress and coping with upsetting emotions. By and large, these habitual methods do help people to manage and defuse stressful situations they find themselves in, but they are not all equally efficient at this task. Some work better than others. While some really do succeed in helping people to manage upsetting emotion, the lesser quality methods generally end up causing more problems than they solve.

Emotional maturity and ways of coping have positive correlation which contributes for a healthy personality. Rehabilitation professional’s personality effects their quality of services and for qualitative rehabilitation required quality services which are providing by professionals. Present research study addresses the issues regarding emotional maturity and ways of coping among students of rehabilitation studies.

2. Aim of the study

To study the relationship between emotional maturity and ways of coping among students who are pursuing rehabilitation studies with respect to their course and gender. **Hypotheses** of the study is their will be no significant difference between emotional maturity and coping strategies among the students pursuing master course with respect to their course and gender.

3. Methodology

3.1 Sample

60 students out of whom Males 30 and 30 females from different courses who pursuing rehabilitation studies in disability rehabilitation centers situated in the twin cities of

Hyderabad and Secunderabad. 15 students were from each course namely -M.Phil, M.Ed, M.Sc., and MDRA. Data was collected through purposive sampling technique. The subjects of the study were taken from National Institute for the Mentally Handicapped, Sweekar Upkaar Institute for Rehabilitation of person with disabilities, National Institute for Hearing Handicapped.

4. Tool Used:

1) Emotional Maturity Scale: Developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1991). The scale consists of 48 items. Test-retest Reliability - 0.70 and Validity – 0.46, the responses are scored according to weight 5 to 1 (very much; Much; Undecided; probably; never). The scale has five components viz., Instability, Emotional regression, Social mal-adjustment, Personality disintegration and lack Independence. Higher the score on the scale, lesser is the degree of emotional maturity and vice versa.

2) Ways of Coping Questionnaire: Folkman and Lazarus (in 1970, revised in 1985).It is a 4 point Likert scale, Total items 66, and Assessing 8 coping ways such as Confirmative coping -describes aggressive efforts to alter the situation and suggests some hostility and risk-taking. Distancing coping - describes cognitive efforts to detach one and to minimize the significance of the situation. Self control coping- (describes efforts to regulate one's feelings and actions).Seeking social support coping- (describes efforts to seek informational support, tangible support, and emotional support).Accepting responsibility- (acknowledges one's own role in the problem with a concomitant theme of trying to put things right).Escape avoidance coping- (describes wishful thinking and behavioral efforts to escape or avoid the problem). Planful problem solving- (describes deliberate problem focused efforts to alter the situation, coupled with an analytic approach to solving the problem). Positive reappraisal coping- (describes efforts to create positive meaning by focusing on personal growth).

4.1 Procedure of Data Collection

Written consent was taken from the department and institute for data collection. Rapport was established with participants and each of them was provided with both the scales. A brief demographic detail was also obtained from them. Both the tools were self administered tools. Both tools were administered on large group of participants at a time as the tools are ideal for class room situation. The instructions were given to the participants “please carefully go through the instruction before proceeding with the scales, and there is no right or wrong response for the items. Your responses would be kept confidential”. If they had any problems to understand the clarifications were given.

4.2 Data Analysis

The statistical techniques used to analyze the data with the help of SPSS is as follows-Mean and SD to find out the deviation among the group of same sample, One way analysis of variance was used to find out the difference, between more than two variables. Pearson’s correlation was

used to find the relationship between all the four domains of the questionnaire.

5. Result and Discussion

Table 1: One way ANOVA table for description of mean difference between the Emotional Maturity of students and their course

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	6.583	3	2.194	1.359	.265NS
Within Groups	90.400	56	1.614		
Total	96.983	59			

df = 59 (degree of freedom), p>0.05, NS=Not Significant

Table-1 shows difference in level of emotional maturity among the students pursuing master courses in rehabilitation studies respect to their course. Statistical analysis reveals that there is no significant relationship between the measures. Hence, the hypothesis “There will be no significant differences in emotional maturity among students with respect to their course.” is accepted at 0.05 level of confidence. Statistically found there is F-value is greater than p>0.05 level that mean there is not significant differences in emotional maturity among students respect to course of the students. In a similar study N. S. Jadhav (2010) has done a study of emotional maturity & emotional competence of college going students of Belgaum district. They found that there is no difference between male and female and first and second year students in emotional maturity and arts and science students in both emotional maturity and emotional

competence, rural and urban students in emotional competence.

Table 2: One way ANOVA score for description difference between the Emotional Maturity of students with respect to their gender.

	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	6.017	1	6.017	3.836	.055NS
Within Groups	90.967	58	1.568		
Total	96.983	59			

df = 59 (degree of freedom), p<0.05, *= Significant, df = 59 (degree of freedom), p<0.01, **= Significant.

Table 2 shows relationship between emotional maturities among the students pursuing master courses in rehabilitation studies respect to their gender. Hence, the hypothesis “There will be no significant differences in emotional maturity among students with respect to their gender.” is accepted at 0.05 level of confidence. Statistically found there is F-value is greater than significant value p>0.05 level that mean there is not significant differences in emotional maturity among students respect to gender of the students. Similar results have been reported by Dr. Rashee Singh (2012) who has done a comparative study of rural and urban senior secondary school students in relation to emotional maturity. They found that there are no major differences in the emotional maturity of senior secondary school students whether they belong to urban or rural areas and irrespective of gender differences.

Table 3: ANOVA score of the ways of coping of students with respect to their gender.

<i>Ways of coping</i>		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Confrontive coping	Between Groups	1.023	1	1.023	4.745	.033*
	Within Groups	12.506	58	.216		
	Total	13.529	59			
Distancing	Between Groups	.004	1	.004	.014	.906
	Within Groups	17.023	58	.294		
	Total	17.028	59			
Self-controlling	Between Groups	.745	1	.745	3.358	.072
	Within Groups	12.868	58	.222		
	Total	13.613	59			
Seeking social support	Between Groups	.816	1	.816	2.042	.158
	Within Groups	23.166	58	.399		
Accepting responsibility	Total	23.982	59			
	Between Groups	1.350	1	1.350	4.745	.033*

Escape avoidance	Within Groups	16.500	58	.284		
	Total	17.850	59			
	Between Groups	.010	1	.010	.028	.868
Planful problem solving	Within Groups	19.837	58	.342		
	Total	19.847	59			
	Between Groups	.007	1	.007	.032	.859
Positive reappraisal	Within Groups	13.375	58	.231		
	Total	13.383	59			
	Between Groups	.164	1	.164	.442	.509
	Within Groups	21.554	58	.372		
	Total	21.718	59			

df = 59 (degree of freedom), $p < 0.05$, * = Significant. df = 59 (degree of freedom), $p < 0.01$, ** = Significant.

Table 3 shows relationship between ways of coping among the students pursuing master courses in rehabilitation studies respect to their gender. Statistical analysis reveals that there is no significant relationship between the measures. Hence, the hypothesis “There will be no significant differences in ways of coping among students with respect to their gender.” is partially accepted at 0.05 level of confidence, because of accepting responsibility $df = 59$ (degree of freedom), $p < 0.05$ (0.033)* = Significant. Hence it illustrates that there is

difference between ways of coping and gender of the students. (2004) Erica Frydenberg, Ramon Lewis, done a study on Adolescent coping: the different ways in which boys and girls cope. They were clear differences found between the ways in which boys and girls cope. Girls seek more social support and generally are more likely than boys to focus on relationships.

Table 4: ANOVA score of the ways of coping of students with respect to their course.

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Confrontive coping	Between Groups	1.494	3	.498	2.317	.085
	Within Groups	12.035	56	.215		
	Total	13.529	59			
Distancing	Between Groups	.601	3	.200	.683	.566
	Within Groups	16.426	56	.293		
	Total	17.028	59			
Self-controlling	Between Groups	1.382	3	.461	2.110	.109
	Within Groups	12.230	56	.218		
	Total	13.613	59			
Seeking social support	Between Groups	3.681	3	1.227	3.385	.024*
	Within Groups	20.300	56	.363		
	Total	23.982	59			
Accepting responsibility	Between Groups	1.108	3	.369	1.236	.305
	Within Groups	16.742	56	.299		
	Total	17.850	59			
Escape avoidance	Between Groups	2.388	3	.796	2.554	.065
	Within Groups	17.458	56	.312		
	Total	19.847	59			
Planful problem solving	Between Groups	1.246	3	.415	1.917	.137
	Within Groups	12.136	56	.217		
	Total	13.383	59			
Positive reappraisal	Between Groups	.841	3	.280	.752	.526

	Within Groups	20.877	56	.373		
	Total	21.718	59			

df = 59 (degree of freedom), p>0.05, NS=Not Significant. df = 59 (degree of freedom), p<0.05, * = Significant. df = 59 (degree of freedom), p<0.01, **= Significant

Table 4 shows ways of coping among the students pursuing master courses in rehabilitation studies respect to their course. Statistical analysis reveals that there is no significant relationship between the measures. Hence, the hypothesis “There will be no significant differences in ways of coping among students with respect to their course.” is partially accepted at 0.05 level of confidence, because seeking social support df = 59 (degree of freedom), p<0.05, (.024)*= Significant. Statistical analysis reveals differences among the

means. Hence it illustrate that there is significant difference for seeking social support respect to course of the students.

In a similar study Shelley E. Taylor at el. (2004) has done a study on Culture and Social Support: Who Seeks It and Why? They found that there are significant cultural differences in the use of an important resource for managing stressful events, namely, social support.

Table 5: ANOVA score of the 8 ways of coping and emotional maturity of students

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Confrontive coping	Between Groups	1.466	3	.489	2.269	.090
	Within Groups	12.063	56	.215		
	Total	13.529	59			
Distancing	Between Groups	.831	3	.277	.958	.419
	Within Groups	16.196	56	.289		
	Total	17.028	59			
Self-controlling	Between Groups	.570	3	.190	.815	.491
	Within Groups	13.043	56	.233		
	Total	13.613	59			
Seeking social support	Between Groups	2.695	3	.898	2.363	.081
	Within Groups	21.287	56	.380		
	Total	23.982	59			
Accepting responsibility	Between Groups	.154	3	.051	.162	.921
	Within Groups	17.696	56	.316		
	Total	17.850	59			
Escape avoidance	Between Groups	2.224	3	.741	2.356	.082
	Within Groups	17.622	56	.315		
	Total	19.847	59			
Planful problem solving	Between Groups	.563	3	.188	.820	.488
	Within Groups	12.819	56	.229		
	Total	13.383	59			
Positive reappraisal	Between Groups	1.742	3	.581	1.627	.193
	Within Groups	19.976	56	.357		
	Total	21.718	59			

df = 59 (degree of freedom), p<0.05, * = Significant. df = 59 (degree of freedom), p<0.01, **= Significant

Table 5 shows difference between level of emotional maturity and ways of coping among the students pursuing master courses in rehabilitation studies. Statistical analysis reveals that there is no significant relationship between the measures. Hence, the hypothesis “There will be no significant difference in level of emotional maturity and ways of coping among the students pursuing master courses in rehabilitation studies.” is accepted at 0.05 level of confidence.

perceived emotional intelligence and ways of coping among students. They found s found that appraisal of emotions in the self was positively correlated with plan-full problem solving and positive reappraisal coping styles. Emotional regulation of the self was positively correlated with planful problem solving, confronting coping, self-controlling, positive reappraisal and with distancing, but negatively correlated with escape avoidance. No gender differences were found in perceived emotional intelligence and ways of coping except for self-control, where males reported higher than females.

Similar results have been reported by Mukti Shah and Nutankumar S. Thingujam (2008) who have done a study on

Table 6: Correlation between Emotional Maturity and 8 ways of coping of students

<	Level of Emotional Maturity	Confrontive coping	Distancing	Self-controlling	Seeking social support	Accepting responsibility	Escape avoidance	Planful problem solving	Positive reappraisal
Level of Emotional Maturity	1	.300*	-.148	-.011	.061	.025	.208	-.121	-.257*
Confrontive coping		.020	.260	.931	.641	.849	.111	.358	.048
Distancing		60	60	60	60	60	60	60	60
Self-controlling		1	.268*	.326*	.464**	.427**	.420**	.487**	.286*
Seeking social support			.038	.011	.000	.001	.001	.000	.027
Accepting responsibility			60	60	60	60	60	60	60
Escape avoidance			1	.483**	.283*	.173	.388**	.096	.415**
Planful problem solving				.000	.029	.187	.002	.465	.001
Positive reappraisal				60	60	60	60	60	60
				1	.151	.472**	.121	.320*	.555**
					.249	.000	.357	.013	.000
					60	60	60	60	60
					1	.306*	.385**	.424**	.382**
						.017	.002	.001	.003
						60	60	60	60
						1	.234	.433**	.332**
							.072	.001	.010
							60	60	60
							1	.086	.244
								.512	.061
								60	60
								1	.582**
									.000
									60
									1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the high inter correlation between emotional maturity and 8 ways of coping. Correlation between emotional maturity and confrontive coping was found to have correlation of (.300) also found be significant at p<0.05 level, for positive reappraisal was found to have correlation of (-.257) also found be significant at p<0.05 level. Hypotheses is partially accepted because significant relation found between emotional maturity and 2 ways of coping such as confrontive coping and positive reappraisal at 0.05 level p<0.05

6. Conclusion

The results of this study are consistent with previous research indicating that in this study relation between emotional maturity has correlation with coping strategies of students for two ways of coping confrontive coping and positive reappraisal coping. Positive reappraisal coping were found negatively correlated with emotional maturity and this correlation is highly significant. There is no significant difference in level of emotional maturity and ways of coping among the students. There are no significant differences in emotional maturity among students with respect to their

course and gender. There are differences in ways of coping among students with respect to their course but not significant difference. Seeking social support way of coping has significant difference respect to course of students. There are differences in ways of coping among students with respect to their gender but not significant except accepting responsibility way of coping found significant difference among students respect to their gender.

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