



Comparative Analysis of Emotional Maturity and Aggression Levels among Rural and Urban Students

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ABSTRACT:

This research investigates the levels of emotional maturity and aggressiveness among rural and urban students, aiming to discern potential differences based on residential backgrounds and gender. A sample of 120 students, evenly split between urban and rural areas, underwent assessment using standardized scales for emotional maturity and aggressiveness. Statistical analysis revealed significant disparities between urban and rural students, with urban students displaying lower emotional maturity and higher aggressiveness compared to rural peers. Additionally, gender differences were observed among urban students, with girls demonstrating higher emotional maturity while boys exhibited greater aggressiveness. Conversely, no significant disparities were noted among rural boys and girls. These findings suggest that urban environmental factors may contribute to variations in emotional development and behavior among students.

Keywords: Emotional maturity, Aggressiveness, Rural, Urban, Gender

Introduction –

Emotional maturity is a fundamental aspect of human development, encompassing the ability to manage and understand one's emotions while respecting the emotions of others. It involves exercising self-control, acknowledging emotions without suppressing them, and responding to situations with responsibility. In today's dynamic world, emotional maturity is increasingly recognized as essential for personal well-being and successful social interactions.

One common emotion prevalent among college students is aggression, which can manifest in various forms and situations. While some students may react impulsively to triggers, others may respond thoughtfully and considerately. Understanding and effectively managing aggression is crucial, especially in environments like college campuses where interactions are frequent and diverse.

Engagement in games or sports activities can provide a positive outlet for aggression, channeling energy into productive endeavors. However, it is equally important for students to develop an understanding of their emotions and cultivate a mindful approach to situations, rather than reacting impulsively. By fostering emotional intelligence and responsible behavior, colleges play a pivotal role not only in shaping students' academic and career paths but also in their emotional development.

Significance of the Study:

This research holds paramount importance as it serves as a key tool for comprehending and evaluating emotional maturity and aggressiveness among college students. By providing clear insights into students' emotional dynamics and how they express emotional maturity and aggressiveness.

Review of Literature:

According to Salovey and Mayer (1990), emotional maturity involves the ability to recognize, understand, and regulate one's own emotions effectively. They argue that emotional maturity plays a crucial role in adolescent development, influencing various aspects of social and academic functioning.

Smith et al. (2002) conducted a meta-analysis exploring gender differences in aggression among adolescents. They found that while both boys and girls engage in aggression, boys tend to exhibit more overt forms such as physical aggression, whereas girls may display more relational aggression.

Tolan and Henry (1996) have examined the influence of urban environments on aggressive behavior among youth. They argue that factors such as exposure to violence, neighborhood disorganization, and lack of social support contribute to heightened levels of aggression in urban settings.

Brackett et al. (2011) investigated the relationship between emotional intelligence, academic performance, and classroom behavior in middle school students. They found a positive association between emotional intelligence, academic achievement, and pro-social behavior, highlighting the importance of emotional maturity in educational outcomes.

Cross-cultural research by Matsumoto et al. (2008) explored cultural variations in emotional expression and regulation. They found that cultural norms and values significantly influence individuals' understanding and manifestation of emotional maturity.

Problem Statement

To compare the emotional maturity and aggression levels between rural and urban students to understand potential differences influenced by environmental factors.

Objectives of the research:

1. To compare the emotional maturity levels between urban and rural students.
2. To compare the levels of aggressiveness among urban and rural students.
3. To compare the emotional maturity levels specifically between urban boys and girls.
4. To compare the levels of aggressiveness specifically between urban boys and girls.
5. To compare the emotional maturity levels specifically between rural boys and girls.
6. To compare the levels of aggressiveness specifically between rural boys and girls.

Hypotheses

- The emotional maturity of urban students is significantly higher compared to rural students.
- The aggressiveness of urban students is significantly higher compared to rural students.
- Emotional maturity of urban boys is significantly higher than girls.
- The aggressiveness of urban boys is significantly higher than girls.
- Emotional maturity of rural boys is significantly higher compared to girls.
- The aggressiveness of rural boys is significantly higher compared to girls.

Variables:

A) Independent Variables (IV) 1) Area i) Rural Student ii) Urban Student

2) Gender i) Boys ii) Girls

B) Dependent Variables (DV)

1) Scores on Aggression Scale

2) Scores on Emotional Maturity Scale

Operational Definitions:

1. **Urban Student:** Students attending schools located in urban areas within cities, including those who commute from suburban or rural areas to access urban education.
2. **Rural Student:** Students receiving education in sparsely populated regions, either through local schools or limited access to urban resources, including those who travel from urban or suburban areas to attend schools in rural settings.
3. **Adolescents:** Individuals aged 15 to 18 years, marking the transitional phase between childhood and adulthood.
4. **Emotional Maturity:** The Emotional Maturity Scale (EMS) is a standardized tool used to assess emotional understanding and adaptability.

5. **Aggression:** Aggression refers to behavior characterized by opposition or violence towards oneself, others, or objects in the environment, measured by the Aggression Scale (AS).

Tools :

- **Aggression Scale:** The Inventory (AI) (2006) developed by Sultania M. K. to assess aggression in individuals. It consists of eight dimensions covering various aspects of aggression, including physical, verbal, and emotional behaviors such as assault, irritability, and resentment. Higher scores on the inventory indicate a greater propensity for hostile aggression.
- **Emotional Maturity Scale:** Emotional Maturity Scale (EMS) (2012) created by Dr. Yashvir Singh and Dr. Mahesh Bhargava. This scale evaluates emotional maturity diagonally five factors: 1) Emotional Stability, 2) Emotional Progression, 3) Social Adjustment, 4) Personality Integration, 5) Independence. With 48 items distributed among these categories, the scale provides a comprehensive assessment of emotional maturity, reflecting aspects such as resilience, interpersonal skills, and autonomy.

Sample Selection Process:

For this research, a random sample selection method was employed to ensure unbiased representation. The sample was drawn from both urban and rural areas, encompassing a diverse demographic.

Research Framework:

The researcher utilized a 2x2 matrix to organize the sample selection process based on gender (A) and area (B). The matrix is as follows:

	Gender (A)		
Area (B)	Boy (A1)	Girl (A2)	Total
Urban (B1)	30	30	60
Rural (B2)	30	30	60
Total	60	60	120

This framework allowed for the systematic categorization of the sample population into four groups: urban boys, urban girls, rural boys, and rural girls, each comprising 30 individuals. The total sample size consisted of 120 participants, ensuring adequate representation from both urban and rural areas as well as from both genders.

Statistical Analysis

1. The emotional maturity of urban students is significantly higher compared to rural students.

Area	N	Mean	SD	't'	Level of significant
Urban	60	62.18	11.09	1.41	Significant*
Rural	60	150.11	12.08		

* The level of significance for the t-test is 0.05

In Table 1, A t-test was conducted to compare the emotional maturity of urban and rural students. Results indicated that urban students ($M = 62.18$, $SD = 11.09$) exhibited significantly higher emotional maturity compared to rural students ($M = 150.11$, $SD = 12.08$), $t(118) = 1.41$, $p < .05$, indicating significant differences. Hence, the above hypothesis is rejected.

2. The aggressiveness of urban students is significantly higher compared to rural students.

Area	N	Mean	SD	't'	Level of significant
Urban	60	153.31	11.77	1.90	Significant*
Rural	60	59.51	10.21		

* The level of significance for the t-test is 0.05

In Table No. 2, An independent samples t-test revealed that urban students ($M = 153.31$, $SD = 11.77$) displayed significantly higher levels of aggressiveness than rural students ($M = 59.51$, $SD = 10.21$), $t(118) = 1.90$, $p < .05$, which are significant, indicating meaningful differences. Based on this, the hypothesis is accepted.

3. Emotional maturity of urban boys is significantly higher than girls.

Area	N	Mean	SD	't'	Level of significant
Urban Boys	30	149	11.08	4.54	Significant*
Urban Girls	30	161.9	11.68		

* The level of significance for the t-test is 0.05

In Table 3, Results of an independent samples t-test illustrated that urban boys ($M = 149$, $SD = 11.08$) exhibited significantly higher emotional maturity than urban girls ($M = 161.9$, $SD = 11.68$), $t(58) = 4.54$, $p < .05$. Hence, the above hypothesis is rejected.

1. The aggressiveness of urban boys is significantly higher than girls.

Area	N	Mean	SD	't'	Level of significant
Urban Boys	30	64.2	12.05	2.27	Significant*
Urban Girls	30	57.97	9.79		

* The level of significance for the t-test is 0.05

A significant difference in aggressiveness between urban boys ($M = 64.2$, $SD = 12.05$) and girls ($M = 57.97$, $SD = 9.79$) was found, $t(58) = 2.27$, $p < .05$, indicating that urban boys displayed higher levels of aggressiveness. Hence, the above hypothesis is accepted.

2. Emotional maturity of rural boys is significantly higher compared to girls.

Area	N	Mean	SD	't'	Level of significant
Rural Boys	30	151.23	11.85	1.15	Not Significant*
Rural Girls	30	148.06	11.11		

* The level of significance for the t-test is 0.05

In table 5, No significant difference in emotional maturity between rural boys ($M = 151.23$, $SD = 11.85$) and girls ($M = 148.06$, $SD = 11.11$) was observed, $t(58) = 1.15$, $p > .05$. Consequently, the above hypothesis is rejected.

3. The aggressiveness of rural boys is significantly higher compared to girls.

Area	N	Mean	SD	't'	Level of significant
Rural Boys	30	61.03	10.62	1.22	Not Significant*
Rural Girls	30	60.02	12.03		

* The level of significance for the t-test is 0.05

Similarly, no significant difference in aggressiveness between rural boys ($M = 61.03$, $SD = 10.62$) and girls ($M = 60.02$, $SD = 12.03$) was found, $t(58) = 1.22$, $p > .05$. Hence, the hypothesis above is rejected.

Conclusion

The study presents valuable insights into the emotional maturity and aggressiveness levels among rural and urban students, highlighting differences across demographic groups. Rural students demonstrated higher emotional maturity, while urban students exhibited greater aggressiveness. Gender disparities were evident in urban settings, with girls displaying higher emotional maturity, necessitating targeted interventions for boys. Urban boys also exhibited higher aggressiveness, posing challenges for behavior management. Surprisingly, no significant gender-based differences were found in rural environments. These findings underscore the importance of considering contextual factors in addressing students' emotional and behavioral needs.

Limitation:

- 1) Only students from colleges in the Jalgaon District were selected for participation in the related research study.
- 2) The study was restricted to students from ten colleges within the designated area.
- 3) This research is preliminary in nature, focusing solely on emotional maturity and aggressiveness in its analysis.
- 4) This research has specifically compared rural and urban areas. However, it did not extensively explore the branches of science, arts, and commerce.

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