

Original Research Article

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## Study on Emotional Maturity among College Students of Gujarat

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### ABSTRACT

Emotional maturity is that characteristic of emotional behavior which is generally attained by an adult after his adolescence period. Emotional maturity makes able to demonstrate a well-balanced emotional behavior in day-to-day life. A person is said to be emotionally mature when he or she feels proper emotion's in a proper situation and expresses it in a proper form. The present study aims to investigate the emotional maturity of SDAU students and differences of emotional maturity among girls and boys respondent. Total 280 respondents inclusive (140 girls and 140 boys) in the age group of 18 to 21 years were selected for the present study. The present study was conducted in on-campus colleges of Sardarkrushinagar Dantiwada Agricultural University of Gujarat State. Simple random sampling procedure was followed to collect the data. The interview schedule consisted of questions pertaining to measurement of independent variable. A standardized scale on emotional maturity developed by Singh and Bhargava (2012) was used for the present study. Data was collected by personal interview technique. Statistical analysis was done by computing frequencies, percentages, mean, standard deviation; two sample independent t test and correlation were used in the study. The findings revealed that distribution of all respondents according to emotional maturity among overall respondent. It is describe that 53.21 per cent of the respondents belonged to low level, 40.71 per cent respondents belonged to medium level and 6.10 per cent of the respondents belonged to high level of emotional maturity among overall respondents. Emotional maturity among boys respondent it is describe that 50.71 per cent of the respondents belonged to medium level and 30.71 per cent of the respondents belonged to medium level of emotional maturity among girl respondents. The finding revealed that there is a significant difference between boys and girls respondent regarding emotional maturity among overall respondents. Among the varied dimensions of emotional maturity among overall respondents inferred first rank for Social adjustment and last rank for Independence. Emotional maturity among girl respondents inferred first rank for Social adjustment and last rank for Personality integration. Emotional maturity among boys' respondents inferred first rank for Social adjustment and last rank for Independence in different dimensions of emotional maturity.

#### Keywords

Emotional Maturity, Adolescents, College students, social relationships

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## **Introduction**

Emotional Maturity is one of the person's development stages in life and is considered an essential step in achieving the success and happiness along with the achieving the physical, mental and social maturity. If the person has a positive attitude about his surrounding environment and avoid from the negative thoughts, he can control his emotions and feelings better, and this helps him improve his social relationships. A person who has reached the full emotional growth, is able to make a true relationship with others in social life and also obtain the ability of responsibility acceptance against himself and others, and will be successful in interaction with others. Person is not egoist and self-oriented and is able to adapt his surrounding environment conditions and have enjoyment capacity, also that person is heterosexual fond, have understanding of others behavior, acceptance of others attitudes and habits. One who has not reached the emotional maturity always needs love and attention and hides his weakness, he is a vulnerable person and cannot forgive and has not Stable behaviour and is irritable. Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development (Good , 1959; Crow and Crow, 1962).

## **Materials and Methods**

The present study aims to investigate the emotional maturity of 280 students of Sardarkrushinagar Dantiwada agricultural university, Gujarat State. Simple random sampling procedure was followed to collect the data. A representative sample of 280 respondents inclusive (140 girls and 140 boys) in the age group of 18 to 21 years was selected for the present study.

## **Results and Discussion**

### **Level of emotional maturity among over all respondents**

Table.1 inferred the distribution of over all

respondents according to emotional maturity level.

### **Table.2 Frequency and per cent scores regarding emotional maturity among over all respondents**

It is describe from the table 2 that 53.21 per cent of the respondents belonged to low level of emotional maturity among overall respondents. 40.71 per cent respondents belonged to medium level of emotional maturity among overall respondents and 6.10 per cent of the respondents belonged to high level of emotional maturity among overall respondents.

### **Compare emotional maturity among over all respondents**

The computed 'Z' value was found higher than table 'Z' value as showed in Table.2. The findings revealed that when compared between boy and girl respondents regarding emotional maturity among overall respondents. Boy respondents found higher score in comparison to girl respondents. It was found that there was significant difference between boys and girl respondents regarding emotional maturity among overall respondents. The above result is supported by the study result of Gakhar (2003) which reported that there is a significant difference between emotional maturity of girls and boys students.

### **Assess dimensions of emotional maturity among over all respondents**

### **Categorization of dimension emotional stability among over all respondents**

Table.3 belonged to the distribution of all respondents according to emotional stability among overall respondents.

It is describe from the table.3 that 47.10 per cent of the respondents belonged to low level of emotional stability. 44.30 per cent respondents showed to medium level of emotional stability and 8.60 per cent of the respondents depicts to high level of emotional stability among overall respondents.

### **Compare dimension emotional stability among over all respondents**

The computed 'Z' value was found higher than table 'Z' value as showed in Table.4. The findings inferred that when compared between boy and girl respondents regarding dimension of emotional stability among overall respondents. Table 4.1 stated that boy respondents found higher mean score in comparison to girl respondents. It was found that there was significant difference between boy and girl respondents regarding emotional stability among overall respondents. The above result is supported by the study result of Aleem (2005) which reported that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable as compared to male students.

### **Categorization of dimension emotional progression among over all respondents**

Table.5 depicts the distribution of all respondents according to emotional progression among overall respondent.

It is describe from the table.5 that 53.60 per cent of the respondents showed low level of emotional progression among overall respondent. 35.40 per cent respondents belonged to medium level of emotional progression among overall respondent and 11.10 per cent of the respondents belonged to high level of emotional progression among overall respondents.

### **Compare emotional progression among over all respondents**

The computed 'Z' value was found lower than Table 'Z' value as revealed in Table.6. The findings inferred that when compared between boy and girl respondent regarding dimension of emotional progression among overall respondents. Table.6 Stated that boy respondents found higher mean score in comparison to girl respondents. It was found that

there was significant difference between boy and girl respondents regarding emotional progression among overall respondents.

### **Categorization of dimension social adjustment among over all respondents**

Table 7.1 referred the distribution of all respondents according to social adjustment among overall respondent.

It is describe from the table.7 that 37.10 per cent of the respondents belonged to low level of social adjustment level among overall respondent. 55.70 per cent respondents showed to medium level of social adjustment among overall respondent and 7.10 per cent of the respondents revealed to high level of social adjustment among overall respondents.

### **Compare of dimension social adjustment among over all respondents**

The computed 'Z' value was found lower than table 'Z' value as revealed in Table.8. The findings inferred that when compared between boy and girl respondents regarding dimension of social adjustment among overall respondents. Table.8 stated that boy respondents found higher mean score in comparison to girl respondents. It was found that there was significant difference between boy and girl respondents regarding social adjustment among overall respondents. The above result is supported by the study result of Thakur (2002) which reported that there is a significant difference between the mean scores of male and female students on social adjustment.

### **Categorization of dimension personality integration among over all respondents**

Table.9 showed the distribution of all respondents according to personality integration among overall respondent.

**Table.1** Assess emotional maturity among over all respondents

Sr. No.	Category		f	%
	Score	Level		
1	48-111	Low level	149	53.21
2	112-175	Medium level	114	40.71
3	176-240	High level	17	06.10
<b>Total</b>			<b>280</b>	<b>100</b>

**Table.2** Comparison regarding emotional maturity and difference between mean scores among over all respondents

Emotional maturity	Mean	S.D	S.EM	Mean difference	Cal. 'Z' value	Result
Boy (140)	126.36	34.19	2.89	23.186	6.893	Significant
Girl (140)	103.18	20.36	1.72			

(n=280)

**Table.3** Frequency and per cent scores regarding emotional stability among all respondents

Sr. No.	Category		f	%
	Score	Level		
1	10-23	Low level	132	47.10
2	24-37	Medium level	124	44.30
3	38-50	High level	24	08.60

(n=280)

**Table.4** Comparison regarding emotional stability and difference between mean Scores among over all respondents

Emotional maturity	Mean	S.D	S.EM	Mean difference	Cal. 'Z' value	Result
Boy (140)	28.23	8.38	.709	6.757	7.738	Significant
Girl (140)	21.47	6.03	.510			

**Table.5** Frequency and per cent scores regarding emotional progression among all respondents

Sr. No.	Category		f	%
	Score	Level		
1	10-23	Low level	150	53.60
2	24-37	Medium level	99	35.40
3	38-50	High level	31	11.10
<b>Total</b>			<b>280</b>	<b>100</b>

**Table.6** Comparison regarding emotional progression and difference between mean Scores among over all respondents

Emotional maturity	Mean	S.D	S.EM	Mean difference	Cal. 'Z' valve	Result
Boy (140)	26.24	8.67	0.732	5.043	4.907	Significant
Girl (140)	21.19	8.53	0.721			

**Table.7** Frequency and per cent scores regarding social adjustment among all respondents (n=280)

Category				
Sr. No.	Score	Level	f	%
1	(10-23)	Low level	104	37.10
2	(24-37)	Medium level	156	55.70
3	(38-50)	High level	20	07.10
<b>Total</b>			<b>280</b>	<b>100</b>

**Table.8** Comparison regarding social adjustment and difference between mean Scores among over all respondents (n=280)

Emotional maturity	Mean	S.D	S.EM	Mean difference	Cal. 'Z' valve	Result
Boy (140)	28.49	7.25	0.613	4.129	5.430	Significant
Girl (140)	24.36	5.32	0.450			

**Table.9** Frequency and per cent scores regarding personality integration among all respondents (n=280)

Category				
Sr. No.	Score	Level	f	%
1	10-23	Low level	190	67.90
2	24-37	Medium level	83	29.64
3	38-50	High level	07	02.50
<b>Total</b>			<b>280</b>	<b>100</b>

**Table.10** Compare dimension personality integration among over all respondents

Category				
Sr. No.	Score	Level	f	%
1	8-18	Low level	161	57.50
2	19-29	Medium level	87	31.07
3	30-40	High level	32	11.42
<b>Total</b>			<b>280</b>	<b>100</b>

**Table.11** Comparison regarding personality integration and difference between mean Scores among over all respondents

(n=280)

Emotional maturity	Mean	S.D	S.EM	Mean difference	Cal. 'Z' value	Result
Boy (140)	23.03	6.38	0.539	7.257	9.157	Significant
Girl (140)	15.77	6.87	0.581			

**Table.12** Frequency and per cent scores regarding independence among all respondents

(n=280)

Sr. No.	Category		f	%
	Score	Level		
1	8-18	Low level	161	57.50
2	19-29	Medium level	87	31.07
3	30-40	High level	32	11.42
Total			280	100

**Table.13** Comparison regarding independence and difference between mean Scores among over all respondents

(n=280)

Emotional maturity	Mean	S.D	S.EM	Mean difference	Cal. 'Z' valve	Result
Boy (140)	20.38	6.90	0.58	2.847	3.440	Significant
Girl (140)	17.53	7.21	0.61			

It is describe from the table 9.1 that 67.90 per cent of the respondents inferred to low level of personality integration among overall respondent. 29.64 per cent respondents belonged to medium level of personality integration among overall respondent and 2.50 per cent of the respondents belonged to high level of personality integration among overall respondents.

The findings inferred that when compared between boy and girl respondents regarding dimension of personality integration among overall respondents. Table 9.3 stated that boy respondents found higher mean score in comparison to girl respondents. It was found that there was highly significant difference between boy and girl respondents regarding personality integration among overall respondents.

**Categorization of dimension independence among over all respondents**

Table.10 belonged the distribution of all respondents

according to independence among overall respondent.

It is describe from the table 10.1 that 57.50 per cent of the respondents inferred to low level of independence among overall respondent. 31.07 per cent respondents belonged to medium level of independence among overall respondent and 11.42 per cent of the respondents belonged to high level of independence among overall respondents.

**Compare dimension independence among over all respondents**

The findings inferred that when compared between boy and girl respondents regarding dimension of independence among overall respondents. Table.11 stated that boy respondents found higher mean score in comparison to girl respondents. It was found that there was highly significant difference between boy and girl respondents regarding independence among overall respondents.

The finding revealed that there is a significant difference between girls and boys respondents regarding emotional maturity among overall respondents. Boys' respondents found higher score in comparison to girls respondents. It means boys had better emotional maturity in comparison to their counterparts. The results showed that only near to half of the respondents were had emotionally matured those feels proper emotion's in a proper situation and expresses it in a proper form. It means that these respondents have characteristics to show his emotions at a proper time in a proper manner and at proper place.

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