

# A Study of Emotional Maturity and General Wellebing of College Students

## Abstract

Maturity in controlling emotions by withstanding the delay in gratification and expectation of satisfying needs constitutes an integral part of healthy functioning individual. The current study conducted on 540 college students of Guwahati, Assam attempts to explore their levels of emotional maturity and the general wellbeing measure. On the basis of the responses obtained on the standardized test tools, it was found that the students displayed levels of emotional immaturity with no significant gender difference. The group as a whole showed patterns of above average measure of overall subjective wellbeing as determined by the general wellbeing measure scale. The study found significant correlation between emotional maturity and the general wellbeing measure which implied an effective control of emotions would also significantly increase the level of wellbeing of a person in relation to self and society in terms of happiness and content.

**Keywords:** Emotions, Emotional Maturity, General Wellbeing, Colleges Students, Guwahati, Assam.

## Introduction

Emotions referred to as feelings with a physiological as well as cognitive component significantly influence behavior. Maturity in displaying situation appropriate feelings of emotion is an important determinant of stable personality. Knowledge about self in relation to effective control of emotions constitutes a healthy self. Maturity, an important component of development can be attributed to emotional, social as well as an overall feeling of well being. Emotional maturity refers to feelings of reaching an adult level of emotional development implying control in social situations. An emotionally mature person has the capacity to make adjustments with the self, family, peers, society and the surrounding environment. According to Walter D. Smitson (1974) "Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra- psychically and intra-personally". Kaplan and Baron states that an emotionally mature person has the capacity to withstand delay in satisfaction of needs, able to deal with thwarting frustrations, believes in long-term planning with the potential to tolerate delay in gratification of expectations. According to McKinney (1960) "the characteristics of an emotionally mature are heterosexuality, appreciation of attitude and behavior of others, tendency to adopt the attitude and habits of others and capacity to delay his own responses" (Singh & Bhargava, 1990). The current study aims to explore the level of emotional wellbeing of college students based on their responses on the "Emotional Maturity Scale" devised by Dr. Yashvir Singh and Dr. Mahesh Bhargava. The scale measures five broad factors of emotional maturity as is identified by Dr. Yashvir Singh and Mahesh Bhargava: "Emotional stability", characteristics of a person that prevents reacting excessively to changes in moods or emotive situations; "Emotional progression", characteristics of a person dealing with a feelings of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment. Emotional regression consists of syndromes life feeling of inferiority, restlessness, hostility, aggressiveness and self- centeredness; "Social adjustment", process of interaction between the needs of a person and demands of the social environment in any given situation to maintain and adapt a desired relationship with the environment; "Personality Integration", a process of firmly unifying the diverse elements of an individual's motives and dynamic tendencies resulting in harmonious interactions and reduction in inner conflict; and "Independence", the capacity of a person's tendency to be self



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reliant characterized by an ability to take decisions using his intellectual potentials.

Understanding emotions is an important criterion to rule out neurotic tendencies stemming from an inability to control impulses of behaving in undesirable ways. Therefore stable patterns of emotional control significantly correlates with a sense of subjective feeling of happiness, contentment and freedom from stress, worry, dissatisfaction and negativity. Research studies highlight the fact that, preoccupation with psychological ill health has paved the way for psychological wellbeing towards the end of 20<sup>th</sup> century. Absence of psychological ill-health does not necessarily mean presence of psychological wellbeing. Various attempts have been made to study the wellbeing of a person and Dr. Santosh. K. Verma "and Ms. Amita Verma designed the" PGI General Wellbeing Measure Scale. General Wellbeing is defined as the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, no distress, dissatisfaction or worry etc. It is related to but not dependent upon the physical/psychological conditions. General Wellbeing may show degree of positive correlation with the quality of life, job satisfaction, sense of achievement and the like, and negatively related with neuroticism, psychoticism and such other similar variables. The current study provides a good scope to identify patterns of emotional stability with a significant correlation between overall wellbeing. An emotionally mature person has the capacity to adopt reliable coping mechanisms to combat stress and negativity and deal with the growing needs and demands of the society.

#### **Aim of the study**

The study aims to explore the levels of emotional maturity and measure the general wellbeing of college students.

#### **Objectives of the study**

1. To study gender difference in the level of emotional maturity of college students
2. To study gender difference in various areas of emotional maturity of college students
3. To study gender difference in the general wellbeing measure of college students.
4. To study the correlation between emotional maturity and general wellbeing in relation to college students

#### **Review of Literature**

Wagde & Ganaie (2013) conducted a study on "emotional maturity and coping strategies among students pursuing rehabilitation studies" which showed emotionally immature persons tend to prefer primitive and often inefficient coping methods, while emotional maturity deals with sophisticated and useful methods.

Singh (2013) in the study on "gender on social and emotional maturity of senior school adolescents" found girls scored more on the social adequacy component of social maturity while boys scored on the social adjustment component of emotional maturity.

Judith Anyango Owaa et al (2015) did a study on Kenyan orphaned secondary school students and it was found that emotional progression factors significantly affected adolescents' adjustment to loss and grief. Analysis and results of the study showed that they positively responded positively to death stating death wasn't their greatest fear but feelings of love promoted more positivity resulting in happiness.

Jadab Dutta et al (2015) in their study on "Emotional Maturity of Secondary School Students of Lakhimpur and Sonitpur Districts of Assam" found no significant difference in the areas of emotional maturity of government and private school students, urban and rural secondary school students and between boys and girls.

Johns N et al (2016) in their study on "Emotional Maturity and Loneliness as Correlates of Life Satisfaction among Adolescents" found that males were higher in emotional immaturity, social adjustment and personality disintegration compared to the females. The study also showed a positive relation between emotional immaturity and loneliness while satisfaction with life had a negative correlation with emotional maturity and loneliness.

Chanda Rawat and Ritu Singh (2017) did a study on "Effect of Family Type on Emotional Maturity of Adolescents", which showed a greater degree of emotional progression along with effective social adjustment, well adjusted personality and a sense of independence in adolescents from joint families. The study revealed that family composition with the climate and traditions as well as confounding factors contributed to a significant difference in the emotional maturity of adolescents

Dr. Molly Joy & Ms. Asha Mathew (2018), in their study on "Emotional Maturity and General Wellbeing of Adolescents" found that an increase in emotional instability decreases the general wellbeing, while a decrease in emotional instability increases the general wellbeing of the adolescents.

#### **Hypotheses of the study**

1. There is a significant gender difference in the level of emotional maturity of college students
2. There is a significant gender difference in various areas of emotional maturity of college students
3. There is a significant gender difference in the general wellbeing measure of college students
4. There is a significant correlation between emotional maturity and general wellbeing

#### **Research Methodology**

The current study was conducted on a sample of 540 college students of Guwahati, Assam obtained on the basis of purposive sampling technique. Self report standardized questionnaires namely, the "Emotional Maturity Scale" by Dr. Yashvir Singh and Mahesh Bhargava and the "PGI General Wellbeing Measure Scale" by Dr. Santosh K. Verma and "Ms. Amita Verma" were used to obtain responses from college students. After the necessary consent and permission from the respective educational institutions, both boys and girls, aged 18-20 years were administered the questionnaires. The students were explained the rationale behind taking

the test and were assured of confidentiality of their test results. The administration of the questionnaires was in group and the session was completed approximately within an hour. Descriptive as well as inferential statistics dealt with the analysis of results after the interpretation of the test scores based on the

norms. Mean score was determined to understand the overall average performance of the group and "t" test was computed to understand the significant difference in the means.

#### Results and Discussion

#### Objective 1: To Study the Gender Difference in the level of Emotional Maturity of College Students

Emotional Maturity Scale	Gender	Mean	Interpretation	SD	df	t	Remark
	Boys	103.94	Emotionally immature	21.240	538	0.351	N.S
	Girls	103.32	Emotionally immature	19.637			

Result and analysis based on the responses of the college students showed that the mean scores are 103.94 & is 103.32; and standard deviations are 21.240 & 19.637 for boys & girls respectively. Interpretation according to test norm shows that both the groups are emotionally immature. The "t" value discards the hypothesis that there is a significant gender difference in the level of emotional maturity of college students. Irrespective of gender, the students

exhibit levels of emotional immaturity and are prone to emotional outburst which can rise from varied situations and events. The responses recorded by the participants also highlights the fact that they are not in a position to effectively inhibit negative emotions like anger and aggression, also hold irrational fear, intolerance for disagreeable circumstances, and also lack of effective control of his thoughts and actions.

#### OBJECTIVE 2: To Study the Gender Difference in Various Areas of Emotional Maturity of College Students

Areas of Emotional Maturity Scale	Gender	No of Participants	Mean	Standard Deviation	Degree of Freedom	t	Remark
Emotional Stability	Boys	270	23.89	6.537	538	-1.512	N.S
	Girls	270	24.76	6.840			
Emotional Progression	Boys	270	22.47	5.596	538	0.613	N.S
	Girls	270	22.17	5.770			
Social Adjustment	Boys	270	20.19	6.217	538	3.748	Significant
	Girls	270	18.37	4.965			
Personality Integration	Boys	270	20.07	5.160	538	-0.034	N.S
	Girls	270	20.09	4.966			
Independence	Boys	270	17.86	4.581	538	-0.209	N.S
	Girls	270	17.94	4.461			

For EMOTIONAL STABILITY, the mean score for boys and girls are 23.89 and 24.76, the standard deviations are 6.537 and 6.840 and the t value is -1.512 at 538 degrees of freedom. The mean score shows a subtle difference in the level of emotional stability, an important component determining the overall wellbeing of a person by helping withstand negative impulses. EMOTIONAL PROGRESSION, the mean score for boys and girls are 22.47 and 22.17, the standard deviations are 5.596 and 5.770 and the t value is 0.613 at 538 degrees of freedom. For SOCIAL ADJUSTMENT, the mean score for boys and girls are 20.19 and 18.37, the standard deviations are 6.217 and 4.965 and the t value is 3.748 at 538 degrees of freedom. For PERSONALITY INTEGRATION, the mean score for boys and girls are 20.07 and 20.09, standard

deviations are 5.160 and 4.966 and the t value is -0.034 at 538 degrees of freedom. For INDEPENDENCE, the mean score for boys and girls are 17.86 and 17.94, the standard deviations are 4.581 and 4.461, and the t value is -0.209 at 538 degrees of freedom.

The "t" values for all the areas of emotional maturity scale except for social adjustment are not significant and thus discards the hypothesis that "There is a significant gender difference in various areas of emotional maturity of college students. However, for Social adjustment, the t value shows that there is a significant gender difference. It is also evident from the mean score that boys are better socially adjusted compared to their female counterparts.

**Objective 3: To study the Gender Difference in the General Wellbeing Measure of College Students**

General Wellbeing Measure Scale	Gender	Mean	Standard Deviation	Degree of Freedom	t	Remark
	Male	13.55	4.086	538	-1.038	N.S
	Female	13.91	3.959			

The above table shows the mean score of male and female participants, standard deviations, degree of freedom and the t value. The "t" value -1.038 is not significant at both the levels and therefore discards the hypothesis that "There is a significant gender difference in the general wellbeing measure of college students. This shows that irrespective of gender, the college students experience similar levels of subjective contentment, happiness, satisfaction with their life and experiences of life, sense of achievement and utility with no maximum sense of worry and discomfort as revealed by their mean scores which above average as measured by the PGI General wellbeing measure scale developed by Dr. Santosh K. Verma and Ms. Anita Verma.

**Objective 4: To study the correlation between Emotional Maturity and General Wellbeing Measure of College Students**

	General Wellbeing Measure
Emotional Stability	-0.183(**)
Emotional Progression	-0.176(**)
Social Adjustment	-0.265(**)
Personality Integration	-0.097(*)
Independence	-0.097(*)
Total EMS	-0.247(**)

A test of Correlation finds the magnitude of existing relationship between variables. As is evident from the Pearson Product Moment Correlation, there appears to be a significant correlation between overall subjective wellbeing measure and the levels of emotional maturity of college students. A significant increase or decrease in one variable influences the level of wellbeing of the other. The correlation score of the General Wellbeing Measure Scale with the Emotional Maturity Scale is -0.247. The areas of Emotional Maturity Scale namely, Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence denoted significant correlation values of -0.183, -0.176, -0.265, -0.097 and -0.097 respectively. Interpretation of the above responses is indicative of the fact that healthy and stable patterns of emotional maturity have a positive impact on the overall wellbeing and satisfaction in life of the college students.

**Summary and Conclusion**

Emotional Maturity is the extent which determines the level of achievement or failure of effective adjustment with the self and society in

relation to controlling emotions. It is a sense of self fulfillment leading to a satisfaction in experiences of life. The current sample of college students are a group vulnerable to emotional outburst and personal maladjustments owing to developmental patterns as well as the increasing needs and demands of the society in terms of academic achievements, performance in challenging fields of life, establishing a bond with members of the opposite sex and association with the peer group. A difficult and unstable pattern of emotional instability also significantly impairs the wellbeing and feelings of happiness and satisfaction in life. A well established and stable emotional wellbeing increases the self concept promoting mature traits of personality. The current study conducted on a sample of 540 college students showed interesting results in relation to their level of emotional maturity and an overall wellbeing measure. Not only female but the male sample of the population also exhibited patterns of emotional immaturity thus rejecting the hypothesis that there is a significant difference in the level of emotional wellbeing of college students. Social adjustment an important determinant of survival in relation to existing demands of the social environment is found to be in a greater degree in the males. Meanwhile, the female section of the college students displayed stunted patterns of social adjustment. The group as a whole displayed above average levels of general wellbeing measure and shows there is no significant gender difference. The study also focused on determining the extent of relationship between the two variables which showed a significant correlation stating better levels of emotional adjustment would also lead to feelings of an overall subjective wellbeing in different spheres of life.

**Implications and Suggestions**

The study provides a good scope to understand and predict the levels of emotional maturity across adolescence and adulthood as important stages of life span development. It can be of immense help in ruling out neurotic tendencies in a growing youth and suggest measures and remedies for effective adjustments with the self and society. The study can be of diagnostic use in a therapeutic intervention as well. A measure of overall subjective wellbeing can be predicted to rule out factors causing worry and distress. With a scenario of achievement and success oriented youths turmoil in emotions and wellbeing is an inevitable phenomenon. This study can be further modified in the light of a wider geographical area catering to both rural as well as urban population. A cross cultural research can be done across different sections of the society in terms of religion, socio economic status, and family size, comparative study of the literate as well as illiterate

group and the married as well as the unmarried population. Even today, often young adults in many rural areas of the country are victims of early marriage and therefore an examination of their level of emotional and general wellbeing would contribute to a better understanding of the youth population.

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