



# “A Study Of Emotional Maturity And Emotional Adjustment Among College Students”

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## ABSTRACT

This study was conducted to investigate the difference of Emotional Maturity and Emotional Adjustment among college students. 2x2x2 Factorial design was used. A total of 240 samples of college students were taken from Bhavnagar city and its surrounding rural areas. Their samples were taken along with the data collection with the help of “Emotional Maturity Scale” and “Emotional Adjustment Scale”. Emotional Maturity Scale was constructed by Dr. Y. Singh & Dr. M. Bhargava (2011). Emotional Adjustment Scale was constructed by Bell. (1962) and converted into Gujarati by Dr. D. J. Bhatt. The collected data was statistically analysed with the help of ‘F’ ANOVA. The sample was taken by a Stratified random method. The result shows that, there is a significant effect of Emotional Maturity among Boys and Girls College Students. (F=49.81). There is a significant effect of Emotional Maturity among Arts and Commerce College Students. (F=15.52). There is a significant effect of Emotional Maturity among Rural and Urban College Students. (F=12.10). There is a significant Interaction effect on Emotional Maturity among Students Gender, Streams and their Residential Area. (F=35.55). There is a significant effect of Emotional Adjustment among Boys and Girls College Students. (F=58.55). There is a significant effect of Emotional Adjustment among Arts and Commerce College Students. (F=59.22). There is a significant effect of Emotional Adjustment among Rural and Urban College Students. (F=46.85). There is a significant Interaction effect on Emotional Adjustment among Students Gender, Streams and their Residential Area. (F=57.53).

**Key Words:** Emotional Maturity, Emotional Adjustment, College Students, Rural, Urban

## **Introduction:**

College life can be challenging, and students often face difficulties adjusting to new academic and social environments. Emotional maturity, defined as the ability to recognize and manage one's emotions, is crucial for adjustment. This study aims to explore the relationship between emotional maturity and adjustment among college students. Emotional maturity and emotional adjustment are crucial aspects of an individual's psychological well-being, particularly during the transitional phase of college life. This study aims to investigate the relationship between emotional maturity and emotional adjustment among college students.

## **Emotional Maturity:**

Emotional maturity refers to the ability to recognize, understand, and manage one's emotions in a healthy and adaptive way. It involves being aware of and taking responsibility for one's emotional experiences, rather than denying or avoiding them.

**Emotional maturity is characterized by:**

1. Self-awareness: Recognizing and understanding one's emotions, values, and motivations.
2. Emotional regulation: Managing emotions in a way that is adaptive and respectful to oneself and others.
3. Empathy: Understanding and appreciating the emotions and perspectives of others.
4. Effective communication: Expressing emotions and needs in a clear and respectful manner.

**Emotional Adjustment:**

Emotional adjustment refers to the process of adapting to and managing one's emotions in response to various life situations, challenges, and stressors. It involves being able to regulate and modulate one's emotional experiences to maintain emotional balance, stability, and well-being. Emotional adjustment encompasses:

1. Coping mechanisms: Using effective strategies to deal with stress, adversity, and challenging situations.
2. Resilience: Bouncing back from difficult experiences, trauma, or adversity.
3. Adaptability: Adjusting to changing circumstances, such as new environments, relationships, or roles.
4. Emotional expression: Effectively communicating and expressing emotions in a healthy and constructive manner.

**Relationship Between Emotional Maturity and Emotional Adjustment:**

Emotional maturity and emotional adjustment are interconnected concepts. Emotional maturity provides the foundation for emotional adjustment, as it enables individuals to recognize, understand, and manage their emotions effectively. Emotional adjustment, in turn, is facilitated by emotional maturity, as it allows individuals to adapt to changing circumstances and manage their emotions in a healthy and adaptive way.

**Importance of Emotional Maturity and Emotional Adjustment:****Emotional maturity and emotional adjustment are essential for:**

1. Mental health and well-being
2. Positive relationships and social connections
3. Effective communication and conflict resolution
4. Resilience and adaptability in the face of challenges
5. Overall quality of life and life satisfaction

**Review of Literature:**

1. **Shah et al. (2019):** This study investigated the relationship between emotional maturity and emotional adjustment among college students in Ahmedabad, Gujarat. The results showed a significant positive correlation between emotional maturity and emotional adjustment.

2. **Patel et al. (2020):** This study examined the impact of emotional maturity on emotional adjustment among college students in Vadodara, Gujarat. The findings indicated that emotional maturity was a significant predictor of emotional adjustment.

3. **Dave et al. (2018):** This study explored the relationship between emotional intelligence and emotional adjustment among college students in Surat, Gujarat. The results showed a significant positive correlation between emotional intelligence and emotional adjustment.

Research has consistently shown that emotional maturity is a significant predictor of emotional adjustment. A study by Sasikumar and Nagooran (2021) found a positive correlation between emotional maturity and social adjustment among adolescent students. Another study by Engelberg and Sjoberg (2004) found that emotional intelligence, a key component of emotional maturity, was positively correlated with social adjustment.

**Objective:**

1. To find out the effect of Emotional Maturity among Boys and Girls College Students.
2. To find out the effect of Emotional Maturity among Arts and Commerce College Students.
3. To find out the effect of Emotional Maturity among Rural and Urban College Students.
4. To find out the Interaction effect on Emotional Maturity among Students Gender, Stream and their Residential Area.
5. To find out the effect of Emotional Adjustment among Boys and Girls College Students.
6. To find out the effect of Emotional Adjustment among Arts and Commerce College Students.
7. To find out the effect of Emotional Adjustment among Rural and Urban College Students.
8. To find out the Interaction effect on Emotional Adjustment among Students Gender, Stream and their Residential Area.

**Hypotheses:**

1. There is no Significant effect of Emotional Maturity among Boys and Girls College Students.
2. There is no Significant effect of Emotional Maturity among Arts and Commerce College Students.
3. There is no Significant effect of Emotional Maturity among Rural and Urban College Students.
4. There is no Significant Interaction effect on Emotional Maturity among Students Gender, Stream and their Residential Area.
5. There is no Significant effect of Emotional Adjustment among Boys and Girls College Students.
6. There is no Significant effect of Emotional Adjustment among Arts and Commerce College Students.
7. There is no Significant effect of Emotional Adjustment among Rural and Urban College Students.
8. There is no Significant Interaction effect on Emotional Adjustment among Students Gender, Stream and their Residential Area.

**Research Methodology:****Sample Selection:**

The Sample was taken by the Stratified Random method. Total 240 samples of College Students were taken from various colleges of Bhavnagar District. Among them 120 from Boys students (30 Arts, 30 Commerce, 30 Rural, 30 Urban). and 120 from Girls Students (30 Arts, 30 Commerce, 30 Rural, 30 Urban)

**Research Design:**

The experiment design for this study was  $2 \times 2 \times 2$  Factorial design. There were three Independent variables and two Dependent variables. The First Independent variable was Gender. That was varied at two levels, i.e., Boys and Girls College Students. The second Independent variable was Stream. That was also varied at two levels, i.e., Arts and commerce. The third Independent variable was Residential Area. That was varied at two levels, i.e., Rural and Urban. The Dependent variables were Emotional Maturity and Emotional Adjustment.

**Table-1**  
**A Table of Sample Distribution**

| C<br>Area    | A [Gender] |           |           |           | Grand<br>Total |
|--------------|------------|-----------|-----------|-----------|----------------|
|              | A1-Boys    |           | A2-Girls  |           |                |
|              | B [Stream] |           |           |           |                |
|              | B1         | B2        | B1        | B2        |                |
| C1<br>Rural  | 30         | 30        | 30        | 30        | 120            |
| C2<br>Urban  | 30         | 30        | 30        | 30        | 120            |
| <b>Total</b> | <b>60</b>  | <b>60</b> | <b>60</b> | <b>60</b> | <b>240</b>     |

**Variable:****Independent variable:****A. Gender**

A1. Boys

A2. Girls

**B. Stream**

B1. Arts

B2. Commerce

**C. Residential Area**

C1. Rural

C2. Urban

**Dependent variable:**

A. Emotional Maturity

B. Emotional Adjustment

**Tools:****1. Personal Data sheet:**

The personal information schedule was prepared by the investigation to collect information about the respondent such as Gender, Stream and Residential Area.

**2. Emotional Maturity Inventory:**

Emotional Maturity Scale by Y. Singh & M. Bhargava (2011). The scale consists of 48 items, which assesses five emotional maturity dimensions: 1. Emotional Stability, 2 Emotional Progression, 3. Social Adjustment, 4. Personality Integration, and 5. Independence. Every item has five response options: Very much, Much, Undecided, Probably, and Never.

**Reliability:**

The reliability of the scale was determined by: (I) Test retest method and (II) Internal consistency.

**I – Test retest method:** The scale was measured for its test-retest reliability by administering upon a group of collegiate students (N=150) including male and female students aged 20-24 years. The time interval between the two tests was six months. The product moment 'r' between the two testing was 0.75.

**II - Internal consistency:** The internal consistency of the scale was checked by calculating the coefficient of correlations between total scores and scores on each of the five areas.

**The values of Internal Consistency of EMS:**

A. Emotional Stability- 0.75

B. Emotional Progression- 0.63

C. Social Adjustment- 0.58

D. Personality Integration- 0.86

E. Independence- 0.42

**Validity:**

The scale was validated against external criteria in the 'C' area of the adjustment inventory for college students by Sinha and Singh. The inventory has 'C' area measuring emotional adjustment of college students. The number of items in this area is twenty-one. Product Moment correlation obtained between total scores on all twenty-one 'C' items and total scores on EMS was 0.64 (N=46).

**3. Emotional Adjustment Inventory:**

To measure adjustment Bell's Adjustment Scale (1962) converted into Gujarati by Bhatt (1994) was used. There are 160 statements in this scale. It is divided into five divisions. In each division, there are 32 statements. This inventory is intended for use of high school, intermediate, Degree and post-graduate students. It is suitable for both the sexes. The tool is chiefly meant for discriminating well Adjusted from poor adjusted ones. The inventory provides separate measures of adjustment in four areas.

- a) Home adjustment
- b) Health adjustment
- c) Social adjustment
- d) Emotional adjustment

**Scoring and Interpretation:**

Here "Yes", "Unsure" and "No" are to be scored as 2, 1 and 0 respectively. Here maximum score is (64) and minimum score is (0). Here lower scores indicate more satisfactory impulsive adjustment and higher scores indicate unsatisfactory impulsive adjustment. This Scale Split-half reliability is 0.89 and Test-retest reliability is 0.92. This Scale Validity is 0.81.

**Procedure:**

A very cooperative and healthy environment was created for collecting the data, the investigation approached individually to all participants. Emotional Maturity Inventory and Emotional Adjustment Inventory was given to the college students. When participants fill up the Inventory, they are collected. The scoring was done according to the manual.

**Result:**

In order to study the effect of Gender, Stream and Area on Emotional Maturity ANOVA were calculated.

**Table**  
**Summary of Analysis variance for Emotional Maturity**

| Source Of Variation | Sum Of Square   | df         | Mean Sum Of Square | F     | Level Of Sig. |
|---------------------|-----------------|------------|--------------------|-------|---------------|
| A                   | 9753.75         | 1          | 9753.75            | 49.81 | 0.01          |
| B                   | 3038.82         | 1          | 3038.82            | 15.52 | 0.05          |
| C                   | 2368.82         | 1          | 2368.82            | 12.10 | 0.01          |
| A × B               | 4.27            | 1          | 4.27               | 45.86 | 0.05          |
| A × C               | 168.54          | 1          | 168.54             | 1.16  | N.S.          |
| B × C               | 5263.26         | 1          | 5263.26            | 26.88 | 0.01          |
| A × B × C           | 6961.06         | 1          | 6961.06            | 35.55 | 0.05          |
| WSS                 | <b>45427.55</b> | <b>232</b> | <b>195.81</b>      | -     | -             |
| TSS                 | <b>74502.93</b> | <b>239</b> | -                  | -     | -             |

**0.05 = 3.87**

**0.01 = 6.72**

In order to study the effect of Gender, Stream and Area on Emotional Adjustment ANOVA were calculated.

**Table**  
**Summary of Analysis variance for Emotional Adjustment**

| Source Of Variation | Sum Of Square  | df         | Mean Sum Of Square | F     | Level Of Sig. |
|---------------------|----------------|------------|--------------------|-------|---------------|
| A                   | 1659.01        | 1          | 1659.01            | 58.85 | 0.05          |
| B                   | 1669.54        | 1          | 1669.54            | 59.22 | 0.01          |
| C                   | 1320.71        | 1          | 1320.71            | 46.85 | 0.05          |
| A × B               | 246.04         | 1          | 246.04             | 8.73  | 0.01          |
| A × C               | 803.01         | 1          | 803.01             | 28.49 | 0.05          |
| B × C               | 397.84         | 1          | 397.84             | 14.11 | 0.01          |
| A × B × C           | 1621.96        | 1          | 1621.96            | 57.53 | 0.05          |
| WSS                 | <b>6539.29</b> | <b>232</b> | <b>28.19</b>       | -     | -             |
| TSS                 | <b>14257.4</b> | <b>239</b> | -                  | -     | -             |

**0.05 = 3.87**

**0.01 = 6.72**

### Discussion:

The chief of the present research was to examine Emotional Maturity and Emotional Adjustment among College Students. The difference between the mean score in terms of Emotional Maturity of Boys and Girls in terms of Gender is significant, So the hypothesis is rejected. The difference between the mean score of Emotional Maturity of Arts and Commerce College students in terms of Stream is significant, So the hypothesis is rejected. The difference between the mean score of Emotional Maturity of Rural and Urban in terms of Students Residential Area is significant, So the hypothesis is rejected. There is no Significant effect of Gender and Area. The difference between the mean score on Emotional Maturity of Gender, Stream and Students Residential Area internal effect is significant, So the hypothesis is rejected.

The difference between the mean score in terms of Emotional Adjustment of Boys and Girls in terms of Gender is significant, So the hypothesis is rejected. The difference between the mean score of Emotional Adjustment of Arts and Commerce College students in terms of Stream is significant, So the hypothesis is rejected. The difference between the mean score of Emotional Adjustment of Rural and Urban in terms of Students Residential Area is significant, So the hypothesis is rejected. The difference between the mean score on Emotional Adjustment of Gender, Stream and Students Residential Area internal effect is significant, So the hypothesis is rejected. Emotional maturity significantly predicts emotional adjustment among college students. Colleges can develop interventions enhancing emotional maturity.

### Research findings:

- ✓ There is a significant effect of Emotional Maturity among Boys and Girls College Students.
- ✓ There is a significant effect of Emotional Maturity among Arts and Commerce College Students.
- ✓ There is a significant effect of Emotional Maturity among Rural and Urban College Students.
- ✓ There is a significant Interaction effect on Emotional Maturity among Students Gender, Streams and their Residential Area.
  
- ✓ There is a significant effect of Emotional Adjustment among Boys and Girls College Students.
- ✓ There is a significant effect of Emotional Adjustment among Arts and Commerce streams.
- ✓ There is a significant effect of Emotional Adjustment among Rural and Urban College Students.
- ✓ There is a significant Interaction effect on Emotional Adjustment among Students Gender, Streams and their Residential Area.



**Limitation:**

In the present research only Bhavnagar city has been included. Any other city has not been selected. Any other student except the students of Arts and Commerce college have not been taken. Therefore, the result of this research cannot be made applicable to any other students or students of any other city. There may be limitations prevailing because of statistical analysis in research. It cannot be clarified that participants give only true or good responses or not. The research paper is given final touch their computer, there linguistic or other mistakes arising become of its technical defect are found.

**Implications for future research:**

The present research was carried out the Study of Emotional Maturity and Emotional Adjustment among College Students. The research carried out may not be a standard of evolution. There are many aspects of it, viz., social, educational, family, maturity, Adjustment etc. The research can be carried out by selecting each aspect from different aspects. Overall, emotional maturity and emotional adjustment are essential for college students' psychological well-being and academic success. By understanding the factors that influence emotional maturity and emotional adjustment, colleges and universities can develop targeted interventions to support students' emotional development.

Emotional Intelligence Training: Colleges and universities in Gujarat can develop emotional intelligence training programs to enhance emotional maturity and emotional adjustment among students. Counseling Services: Providing counseling services can help students manage academic stress and develop better emotional adjustment strategies. Parent-Teacher Association: Encouraging parent-teacher associations can help foster a supportive family environment, promoting emotional maturity and emotional adjustment among students.

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