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ABSTRACT: *The purpose of the present study is to find the level of emotional maturity of female college students in co-educational and single-gender educational backgrounds and to examine the significant differences between them. Taming emotions is a process in which an individual learns to manage and control emotions according to the situation that necessitates achieving a desired outcome in life by becoming an emotionally mature individual. Emotional maturity is the ability to deal with emotions according to one's age, identity, ideals, and values that in turn bring well-being and happiness to self and others. To arrive at the specified objectives of the present study descriptive method was followed. The sample for the present research was randomly drawn from different departments of two distinguished colleges in Vijayawada, Andhra Pradesh. A total number of 100 college students from different departments were participated out of which 50 female students from single gender education and 50 female students from co-education. The data was collected by administering the emotional maturity scale developed by Singh & Bhargava (1999). The statistical analysis of the data was done with the help of SPSS. The results revealed significant differences in emotional maturity between co-education and single-gender education female college students. Co-education college female students have higher emotional maturity than single-gender education female college students.*

KEYWORDS: *Emerging Adulthood, Emotional Maturity, Co-Education, Single-Gender Education.*

1. Introduction

Emotion is a motivating force for human actions and it makes humans different from lower animals. As it is important for the survival of the individual, it directs, guides, and sometimes interrupts action. Emotions are feeling (or affect) states that involve a pattern of cognitive, physiological, and behavioural reactions to events [1]. They are a dynamic force, a most personal thing in life because emotions primarily depend upon the nature of the individual. The force of emotion can either build our lives or ruin them. Emotions urge a man toward particular goals and enable him to satisfy present moment demands [2]. Not only does much of life's usual misery come from a distasteful emotional life but many of life's more serious tragedies are based on emotional distortions and repulsions [3]. When emotions are not used reasonably, they can cause pain to themselves and others in life and work. It is important to know one's emotions, to know oneself better. Regular examination of thinking patterns, manner of dealing with others, and creative activities in time can enhance awareness about one's emotions [4]. It has a terrible influence on an individual's growth especially in the period of emerging adulthood. Heightened emotionality is the term used to denote the emotions of adolescence and emerging adulthood [5]. Emotional maturation simply means from this heightened emotionality, growing up towards personal management of one's emotions and being capable of facing adverse situations of life in a most useful, adaptive, and acceptable way to the society in which they live and work [6].

Maturity is the result of accepting and owning one's past, or the climate of his/her nature and nurture, with its positives and negatives, ups and downs, harmonizing and integrating with the present, and responding to the call to liberty. Though maturity immediately brings to mind physical development, it is connected with other dimensions of human life like psychological, social, intellectual, sexual, moral, spiritual and emotional. When all these

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factors are connected, and well balanced it makes person mature. Psychologically speaking, maturity depends on the degree of inner harmony and the capacity for dealing with the inevitable conflict inherent in the mystery of the person. In simple terms, maturity is the ability to respond to the circumstances appropriately, a reflective response than intuitive according to one's age, and intelligence [7].

For students who are in the degree college, their average age would be from late teens to early twenties and they are under the category called emerging adulthood a term coined by Arnett. [8]. Emerging adulthood is a period in the life span between adolescence and young adulthood. He characterizes emerging adulthood as; it is an age of identity exploration, an age of instability, an age focused only on self, an age with a feeling of in-between, and an age of possibilities. This period is a time of moving away from dependent childhood and moving towards self-sufficient adulthood. It is a period of taking responsibility for one's behaviour, in which they are responsible for their choices and options in life [9]. Emerging adulthood as the phase between when one relies on their parents and adults for all their needs financial, social or mental and when one is fully ready to make serious and long-term commitments in love and work [10]

Emerging adulthood is a period where behaviour and activities get influenced highly by emotions since it is a time of either they are adolescence or full in adulthood. Emotions as motivating forces, can lead the behaviour of the individual either constructive or destructive. Emerging adulthood individuals strive to foster intimate relationships with others [11]. The nature of friendships and relationship changes as the person enters into emerging adulthood. If boys and girls end adolescence with a well-balanced personality, at emerging adulthood they are said to have emotional maturity. It will enable them to express emotions acceptably instead of having no control over their emotional outbursts. Emerging adulthood is a period of brain maturation, learning about intimacy and mutual support, intensification of pre-existing friendships, family-oriented socialization, and attaining social skills that are needed for mating and reproduction [12]. With the rise of the technological revolution, the environment today in which our young adult's lives are fast changing. Young adults are greatly exposed to this vast, colourful, and enjoyable world. On the other hand, they are more vulnerable to more stress, and frustrations in life with the personal and societal expectations about them. It is also a stage of deeper understanding of self-concepts, self-ideals, self-expressiveness, and interpersonal sensitivity. These cognitive, emotional, and social skills are the fruits of the complex interplay of maturation and interaction with one's environment [13]. They are expected to be socially and emotionally mature at this age and learn to face the challenges of the world alone without depending on their parents [14].

Emotional maturity is a process in which a person makes a constant conscious striving to regulate and manage emotions within oneself and in interpersonal involvements. It is a continuous effort to integrate feeling, thinking and acting according to one's age and state of life that calls for a constant process of impulse control [15]. Emotional maturity plays a significant part in determining success or not in their personal life as well as in interaction with others. When emotions dominate, they add colour to lives and at times can take away. Emotional maturity is the result of the integration of emotion and intellect that enable self-control which requires prior thinking and learning. Emotional balance and emotional maturity go together. When someone can balance their emotions according to the situation, it is in other words a manifestation of emotional maturity. An emotionally mature person does not indicate having solved all the situations of emotionally triggering experiences but it is a constant striving to integrate thinking, feeling and actions [16].

An emotionally mature person will recognize one's emotions, will have proper emotions in the proper situation and appropriately express them. They possess both positive and

negative emotions but are capable of choosing proper emotions according to the time, and situation and in proper degree and act accordingly [17]. An emotionally mature person can assess persons, situations, and events critically and arrive at a judgement with reason and emotion. To achieve emotional maturity, one learns to get a perspective on situations rather than making the situation led to emotional outbursts, secondly, learning to use emotional catharsis clears the system of pent-up emotional energy by doing some physical exercise, play, work, laughing, or crying [18]. Emotional maturity means a balanced personality in thoughts, words, and actions. It means the ability to govern disturbing emotions, show steadiness and endurance under pressure and be tolerant and free from neurotic tendencies [19] It is not only the effect determinant of personality patterns but it also helps to control the growth of an adolescent's development with ability to understand and manage emotions and to create the life you desire [20 & 21].

Schools and colleges play an important role in student's emotional maturity. Education institutions, their environments, interpersonal relationships, peer friendships, academic achievements, self-concept, family background, talents and abilities, and extracurricular activities all these elements either help them to grow in emotional maturity or it provide stunted growth. Therefore, researchers are interested in studying the emotional maturity level of the students in various capacities. Going through the earlier works of literature there are a few studies done on the emotional maturity of boys and girls from different educational backgrounds. More studies are done on the gender-wise differences in the same variable.

A study on emotional maturity, and security-insecurity among adolescents of co-education and unisex education schools found that there was no significant difference in emotional maturity and other variables of the study among the boys and girls belonging co-educational and unisex educational systems. They noticed a significant difference in emotional instability, emotional regression, and social maladjustment of adolescent girls belonging to co-education and unisex education schools [22]. Kaur & Kaur found that there are significant differences between the level of adjustment among adolescent girls studying in co-educational and non-co-educational students. Adjustment is one of the signs of emotional maturity. It involves the ability to manage and cope with the inner and outer struggles, frustrations, needs and demands. It was revealed that co-educational girls were better adjusted in emotional, social and educational components of adjustment [23]. Self-esteem is basic to emotional maturity. Studies show that self-esteem is better for girls belonging to a coeducational set-up than for non-co-educational settings [24].

A recent study has found that girls from single-sex schools are more confident, have more emotional resilience, have greater commitment are emotionally in control and possess mental toughness than girls from coeducation schools [25]. In a comparative study on the emotional maturity of the students from co-education and single-sex schools, find there is no significant difference in the emotional maturity of students from the two institutes which have different education systems and in all the sub-dimensions of emotional maturity. Literature review shows that the educational system plays an important role in the formation of emotional maturity since college is a social platform for emerging adulthood to explore oneself and grow as emotionally mature adults as they learn in life through interactions, different experiences, and social and interpersonal relationships.

2. Objectives

To study the level of emotional maturity of female college students of single-gender education. To study the level of emotional maturity of female college students of co-education. To study whether is there any significant difference in emotional maturity among

female students of single-gender and co-education college students. To compare the various dimensions of emotional maturity of female students of co-education and single-gender college students.

3. Hypothesis

There will be a significant difference between the emotional maturity among female students of co-education and single-gender education college students.

4. Methods

The present study involves a simple comparison of the emotional maturity of two different groups of college-going students. Here the researcher observes and analyses the data compares existing significant differences or relationships and draws conclusions on it. Therefore, the present study used a non-experimental comparative research design. The difference is measured between the female students of co-education colleges and single-gender education colleges.

4.1 Participants

To obtain the data for the present study, 50 female students from co-education and 50 from single-gender education were selected from two distinguished colleges situated in Vijayawada, in the state of Andhra Pradesh. The Sample population was selected through simple random sampling from probability sampling methods. All the participants were degree students from different departments. Some of them were staying in the hostel and others came from their own house.

4.2 Sample

For the present study, participants were selected based on their availability and willingness therefore, the study used a convenient sampling technique.

4.3 Inclusion and Exclusion Criteria

The inclusion criteria for the participants included students from the particular college only. Students pursuing their degree course and those who could understand, read and write English. Exclusion criteria were students from other colleges, male students doing their degree, postgraduate students from the same college and students who were unwilling to do the tests in the same college were excluded from the study.

4.4 Tools and Techniques

To collect the needed data for the present study, the emotional maturity scale developed by Singh and Bhargav (1971) was used to collect the data. It is a questionnaire containing 48 items in 5 dimensions. Various dimensions are; emotional instability (10 items), emotional regression (10 items), social maladjustment (10 items), Personality disintegration (10 items), and lack of independence (8 items). The scoring was done according to the instructions given in the manual. Score 50-80 extremely stable, 81- 88 moderately stable, 89-106 unstable, and 107 – 240 extremely unstable. The interpretation is higher the score greater the degree of emotional immaturity.

4.5 Procedure of the Data Collection

The researcher after deciding the location and the colleges, first approached the head of the college for permission to meet the students and to collect data from them. The purpose of the data collection and its confidentiality were explained to the concerned person. After

getting the required permission, the students who were willing to participate were gathered in the classroom. The participants were from different departments and different years of degree students. First of all, the purpose of the study was clearly explained to them and a questionnaire was distributed to them. The researcher asked them to give an authentic response and promised them that their identity would be kept confidential and their response would be used absolutely for the research work and expressed the willingness to clarify their doubts regarding the items in the questionnaire if any. The participants were asked to fill up the questionnaire alone while the researcher remained in the classroom and collected the questionnaires immediately after completing it.

5. Results

Table 1: Emotional Maturity Level of Single-Gender Education and Co-Education Female College Students in Frequency and Percentage.

Single Gender Education		
Emotional Maturity Scale	Frequency	Percent
Extremely Stable	0	0
Moderately Stable	2	4.0
Unstable	7	14.0
Extremely Unstable	41	82.0
Total	50	100.0
Co-Gender Education		
Emotional Maturity Scale	Frequency	Percent
Extremely Stable	6	12.0
Moderately Stable	2	4.0
Unstable	10	20.0
Extremely Unstable	32	64.0
Total	50	100.0

Table 1 shows no students in single-gender education fall in the extremely stable category whereas in co-education 12% comes under this category. 4% of the sample, are in the category of moderately stable in both groups. 14% are in the unstable category in single-gender education and 20% from co-education students. In single-gender education, 82% are in the extremely unstable category whereas 64% are in the same category in co-education. It indicates the differences in the level of emotional maturity of female students in both single-gender education and co-education respectively.

Table 2: Comparision of Emotional Maturity among Female Students of Single-Gender and Co-Education College Students.

<i>Emotional Maturity Scale</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Mean Difference</i>	<i>t value</i>	<i>p value</i>
<i>Single Gender College</i>	125.120	20.413	2.887	10.900	2.525*	0.013
<i>Co- Education College</i>	114.220	22.695	3.210			

*Independent Samples t Test, *Significant at 0.05 level*

An Independent sample t-test is used to compare the emotional maturity between female students of single-gender and co-education college students. The mean emotional maturity score for single-gender college is 125.120 with a standard deviation of 20.413 and the mean emotional maturity score for co-education college is 114.220 with a standard deviation of 22.695. The mean difference between the colleges is 10.900 and the calculated t-value is 2.525 with p p-value of 0.013 <0.05. It indicates that there is a significant difference in emotional maturity among female students of single-gender and co-education college students as it is stated in the hypothesis.

Table 3: Represents the Comparison of Various Dimensions of Emotional Maturity of Female Students of Single-Gender and Co-Education College Students.

<i>Emotional Maturity Scale</i>	<i>College</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Mean Difference</i>	<i>t- value</i>	<i>p- value</i>
Emotional Instability	Single Gender College	27.320	6.460	0.914	3.720	2.902	0.005
	Co- Education College	23.600	6.360	0.899			

Emotional Regression	Single Gender College	26.260	5.540	0.783	1.840	1.457	0.148
	Co-Education College	24.420	7.002	0.990			
Maladjustment	Single Gender College	27.820	4.993	0.706	1.700	1.570	0.120
	Co-Education College	26.120	5.805	0.821			
Personality Disintegration	Single Gender College	24.140	5.361	0.758	3.560	3.290	0.001
	Co-Education College	20.580	5.459	0.772			
Lack of Independence	Single Gender College	19.580	4.982	0.705	0.080	0.085	0.932
	Co-Education College	19.500	4.372	0.618			

Independent Samples t Test, *Significant at 0.05 level

An Independent sample t-test is used to compare the various dimensions of emotional maturity between female students of single-gender and co-education college students. The mean emotional instability score for single-gender colleges is 27.320 with a standard deviation of 6.460 and for co-education colleges is 23.600 with a standard deviation of 6.360. The mean difference between the colleges is 3.720 and the calculated t -value is 2.902 with a p -value of $0.005 < 0.05$ indicating a significant difference in emotional instability among female students of single-gender and co-education college students. The mean emotional regression score for single-gender colleges is 26.260 with a standard deviation of 5.540 and for co-education colleges is 24.420 with a standard deviation of 7.002. The mean difference between the colleges is 1.840 and the calculated t value is 1.457 with p value $0.148 > 0$ indicating there is no significant difference in emotional regression among female students of single gender and co-education college students. The mean maladjustment score for single-gender college is 27.820 with a standard deviation of 4.993 and the mean maladjustment score for co-education college is 26.120 with a standard deviation of 5.805. The mean difference between the colleges is 1.700 and the calculated t -value is 1.570 with a p -value of $0.120 > 0.05$ revealing that there is no significant difference in maladjustment among female students of single gender and co-education college students. The mean personality disintegration score for single-gender college is 24.140 with a standard deviation of 5.361 and the mean personality disintegration score for co-education college is 20.580 with a standard deviation of 5.459. The mean difference between the colleges is 3.560 and the calculated t -value is 3.290 with a p -value of $0.001 < 0.05$ disclosing that there is a significant difference in personality disintegration among female students of single-gender and co-education college students. The mean lack of independence score for single-gender college is 19.580 with a standard deviation of 4.982 and the mean lack of independence score for co-education college is 19.500 with a standard deviation of 4.372. The mean difference between the colleges is 0.080 and the calculated t -value is 0.085 with a p -value of $0.932 > 0.05$ revealing there is no significant difference in lack of independence among female students of single gender and co-education college students.

6. Discussion

The present study aimed to find out the level of emotional maturity of female college students in single-gender education and co-education. Emotional maturity is the primary factor when considering how to help college students grow in maturity and keep a balance in choosing to cope with the complexities of the modern era, to build healthy relationships, skills and resilience to keep their mental well-being. It shapes the personality, attitudes, and behaviour and enhances self-worth [26]. From the result, it is evident that there is a significant difference in emotional maturity (total) among female students of single-gender education and co-education colleges. The results also show there was a significant difference in subdimensions. The present study results show female students who belonged to the co-education background scored significantly higher in emotional maturity than students from single-gender education. The result of the domain also reveals there is a significant difference in sub-dimensions namely, emotional instability, and personality disintegration. There is no significant difference in other sub-dimensions namely, emotional regression, and social maladjustment among girls studying in co-education and unisex education systems. The findings of the present study correspond with the study of Praveena Kumar [27] on emotional maturity on which the results showed girls who belonged to the co-education background scored significantly higher emotional maturity than girls from unisex education. The students studying in the co-education secured higher emotional maturity than students from unisex educational backgrounds. There was also a significant difference in the sub-dimensions. Students of co-educational colleges possessed significantly higher emotional stability, emotional progression, and independence while they do not differ in personality integration. A study on the emotional maturity of adolescents concerning their

educational settings, intending to assess and compare the emotional maturity of adolescents from coeducation and non-coeducation. The study found that adolescents studying in co-educational schools have significantly better components of emotional maturity namely, emotional progression, social adjustment, and independence [28]. Research on the emotional maturity of female students of co-educational and unisex colleges found a significant difference in emotional maturity between the students of both schools

7. Conclusion

Emotional maturity is an essential ability to manage emotions appropriately in given life situations. Based on the present study, the researchers conclude that female college students in co-education have better emotional maturity than female students in single-gender education. Co-education offers an opportunity for females to work, play and interact with opposite-sex students which makes them competent. Growing in emotional maturity makes the students resilient, skilful in academic and non-academic stress management, improved academic performance, meaningful interpersonal relationships, proper self-esteem, and overall well-being.

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