

A Study on Emotional Maturity of College Students of Nagaland

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Abstract

Emotional maturity plays a crucial role in an individual's personal and academic life, influencing their ability to manage emotions, build relationships, and adapt to challenges. This study examines the emotional maturity of undergraduate students in Dimapur, Nagaland, focusing on gender and institutional differences. Using a descriptive survey method, a sample of 142 students (71 male, 71 female) from government and private colleges was selected through random sampling. The Emotional Maturity Scale (EMS) by Singh and Bhargav (2012) was used to assess emotional stability, independence, social adjustment, and personality integration. Statistical analysis, including mean, standard deviation, and t-tests, revealed no significant differences in emotional maturity across gender and institutional types. The study highlights the importance of emotional maturity in coping with academic and social pressures. Findings suggest the need for emotional development programs to enhance students' resilience and well-being. Further research is recommended to explore additional factors affecting emotional maturity.


Keywords: Emotional Maturity Scale, emotional stability, personality integration, Statistical analysis


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Introduction

Emotions play a significant role in a person's life and require emotional maturity to lead an efficient existence; this is especially true for adolescents, who are known to be extremely emotional in their interactions and who demand further research. A person with emotional maturity can design the life they want. A life full of fulfilment and happiness. Success is defined by the individual, not by society, and they work to attain it. A youngster that is emotionally stable can adjust with peers, family members, and himself in a positive way (Smitson, 1974). Since adolescents will make up tomorrow's citizens, it is critical to examine their emotional development.

Emotional maturity refers to the ability to understand, manage, and express emotions effectively, fostering personal growth and healthy relationships. It encompasses traits such as self-awareness, empathy, resilience, and accountability. Emotionally mature individuals can handle stress, accept responsibility for their actions, and view challenges as opportunities for growth. Emotional maturity is the ability to manage our emotions which helps us achieve our goals and desires.

Emotional maturity is considered one of the essential stages of a person's development in achieving happiness and success in life, together with attaining physical, social, and mental maturity. A person with a positive attitude can control his/her emotions better, which helps a person to manage and improve his/her social relationships. An

emotionally mature person has the ability to accept himself and others. (Sanwal, Thakor, Shekhar, & Tejasveeta, 2023, pp. 76-82).

According to Yashvir Singh and Mahesh Bhargava, emotional immaturity includes emotional instability, which is characterized by an individuals' lack of problem-solving ability, irritability, and a constant desire for help from others. They appear to be more stubborn and frequently exhibit temper tantrums. The second part focuses on emotional regression, which encompasses traits like feelings of inferiority, restlessness, aggressiveness, self-centeredness, and so on. The third category is social adjustment; individuals with social maladjustment will exhibit a lack of social adaptability and hate, appear exclusive but always boasting, and are frequently labelled as liars. The fourth component is personality integration. Individuals with personality disintegration may exhibit worries and phobias. Independence is the fifth area in which persons who lack independence appear to exhibit higher parasitic dependence, meaning they are unduly reliant on others. (Jobson, 2020)

College students are those who are 18 to 24 years old and are pursuing higher education at the undergraduate or graduate level. They are regarded as the future cornerstones of the nation. College is a crucial transitional stage in which students must make effective modifications to themselves, family members, peers, society, and culture. College students are known to be very emotional in their interactions and require greater emotional maturity to live a productive life. Emotionally developed students can manage their emotions, and appraise the feelings of others. (Palak Malhotra, 2013).

According to Dosanjh (1956), Emotional maturity means a balanced personality. It means the ability to govern disturbing emotions, show steadiness and endurance under pressure, and to be tolerant and free from neurotic tendencies. (Dosanjh, 1956)

According to Walter D. Smitson (1974) Emotional maturity is a process in which the person is continuously striving for a greater sense of emotional health, both intra-psychically and intra-personally (Jadav & Tajpuria, Emotional maturity among graduate and post-graduate students, 2019)

Review of literature

Laskar and Debnath (2024) conducted a study to investigate the effect of emotional maturity on academic achievement and social adjustment among college students. Concluded that there is a negative and significant correlation between emotional maturity and academic achievement among college students. Singh, and Behman, (2020) The goal of this study is to investigate how early adult gender is influenced by emotional maturity. The study discovered notable gender disparities in early adult emotional maturity with regard to lack of independence, social maladjustment, emotional instability, and personality disintegration. On the other hand, emotional regression showed no variations. Ganie, and Ganie (2021), conducted a study to investigate the Emotional Maturity and Academic Achievement among Adolescents of Kashmir. The finding of the study revealed that the Emotional maturity levels differed significantly between male and female Kashmiri teenagers. Academic achievement differed significantly between pupils attending government and private schools. A substantial positive link was discovered between emotional maturity and intellectual achievement among secondary school pupils in Kashmir. Prathibha and Ashok (2017), conducted a study on Emotional Maturity and Academic performance of adolescents. The results was analysed by computing Pearson correlation and t-test which shows that there is no significant relationship between emotional maturity and academic performance. The study also shows that there is a significant gender difference in emotional maturity and academic performance. Bindu and Vajeela (2014), carried out a study to ascertain the correlation between secondary school students' academic achievement and their emotional maturity. According to the study, students in secondary schools demonstrated a passable level of emotional maturity. The results showed a significant correlation between academic success and emotional maturity. The location and type of family had a significant impact on the emotional maturity of secondary school children, according to the study. Furthermore, there is no discernible difference in the emotional development of male and female students.

Significance of the Study

At the present scenario, youth as well as children are facing difficulty in almost every aspect of their life, due to peer pressure, parental expectations etc. Which has given rise to various psychological problems such as anxiety, tension, frustrations, Academic pressure, stress and emotional instability in their life. Emotions act as a motivating force in an individual life, which affects the aspirations, actions, behaviour and thoughts of an individual. Emotional maturity is the ability to examine the environment and develop relationship with oneself and the society. The significance of studying emotional maturity among college students emerges through its influence on many different aspects of their lives. Emotional maturity is essential for assisting students in coping with the requirements of college life, which sometimes include stress and major change. Academic success is correlated with emotional maturity because emotionally mature pupils usually perform better as they have stronger mechanisms for coping and regulating their emotions. Furthermore, emotional maturity improves social interactions, allowing pupils to build healthy relationships and efficiently resolve disagreements. Emotional maturity research also tackles mental health issues, emotional maturity is linked to reduced levels of anxiety and sadness. Thus, the study is essential for promoting individual growth, since emotionally mature persons are better prepared for future responsibilities as leaders and contributors to society. Therefore, the current study was conducted to investigate the emotional maturity of Dimapur undergraduate students, who comprise a significant portion of the nation's future leaders. It should be mentioned that very few studies have been undertaken on the current concept that is being discussed with the current demographic. As a result, the current study is quite significant.

Objectives of the study

1. To study the emotional maturity of undergraduate students of Dimapur district of Nagaland in respect to their Gender.
2. To study the emotional maturity of undergraduate students of Dimapur district of Nagaland in respect to their Types of institutions.

Hypotheses of the Problem

Hypotheses 1.1 : There is no significant difference between male and female students in relation to Emotional maturity of undergraduate students..

Hypotheses 1.2 : There is no significant difference in the emotional maturity between male and female students in relation to the emotional stability of undergraduate students.

Hypotheses 1.3 : There is no significant difference in the emotional maturity between male and female students in relation to the emotional progression of undergraduate students.

Hypotheses 1.4 : There is no significant difference in the emotional maturity between male and female students in relation to the social adjustment of undergraduate students

Hypotheses 1.5 : There is no significant difference in the emotional maturity between male and female students in relation to the personality integration of undergraduate students

Hypotheses 1.6 : There is no significant difference in the emotional maturity between male and female students in relation to independence of undergraduate students.

Hypotheses 2.1 : There is no significant difference between Government and Private institution students on Emotional maturity.

Hypotheses 2.2 : There is no significant difference between Government and Private institution students on emotional stability of emotional maturity.

Hypotheses 2.3 : There is no significant difference between Government and Private institution students on emotional progression of Emotional maturity.

Hypotheses 2.4 : There is no significant difference between Government and Private institution students on social adjustment of Emotional maturity.

Hypotheses 2.5 : There is no significant difference between Government and Private institution students on personality integration of Emotional maturity.

Hypotheses 2.6 : There is no significant difference between Government and Private institution students on independence of Emotional maturity.

Delimitations of the Study

1. The Study is delimited to Dimapur district of Nagaland.
2. The present study is delimited to college students.

Methodology

Method: For the present study, descriptive survey method was used.

Population: The population consisted of undergraduate students of Dimapur district of Nagaland.

Sample: The sample of the study comprises of 142 students from Government and private colleges of Dimapur randomly by lottery method. The samples were classified as 71 male and 71 female students from different colleges. Their age ranged from 20 years to 24 years. The sample was selected on the basis of random sampling technique. Sample distribution across different variables is shown in the table 1.

Tool Used: The investigator used the Emotional Maturity Scale (EMS), developed by Singh and Bhargav (2012) was used for obtaining relevant data.

Statistical Techniques Used: Mean, SD and t-test.

Data Analysis and Interpretation:

Objective wise Analysis of the Data:

1. To study the significant difference of students towards emotional maturity in relation to gender.

Table 1: Differential of emotional maturity among Male and Female Students of Dimapur District:

Variables		N	Mean	SD	t-test
Gender	Male	71	156.99	8.72	0.950*
	Female	71	158.54	10.63	

* Not significant at 0.05 level of significance

Table 1 demonstrates that the t-test is 0.950. With 140 degrees of freedom, the table value is 1.98 at 0.05 level of significant and 2.61 at 0.01 level of significant. It is found that the obtained value is less than the both level of significant. Therefore, it is not significant and the null hypothesis is accepted at both levels of significance. The obtained data also shows that the mean value of Emotional Maturity (female) of undergraduate students is 158.54 which is greater than the mean value of Emotional Maturity (Male) which is 156.99, which means that the Emotional Maturity of undergraduate female students is greater than the Emotional Maturity of undergraduate male students.

Table 1.2: Gender differentials in various dimensions of Emotional maturity.

Dimension of Emotional Maturity	Gender	N	Mean	SD	t-test
Emotional Stability	Male	71	33.55	3.84	0.22*
	Female	71	33.69	3.63	
Emotional Progression	Male	71	33.07	4.20	0.56*
	Female	71	33.48	4.44	
Social Adjustment	Male	71	33.18	3.66	0.32*
	Female	71	32.92	5.80	
Personality Integration	Male	71	33.97	4.19	1.77*

	Female	71	35.20	4.02	
Independence	Male	71	23.21	3.07	0.08*
	Female	71	23.25	3.39	

* Not significant at 0.05 level of significance

From table no. 1.2, it was found that the mean scores of emotional maturity of undergraduate on emotional stability dimension with respect to male and female were 33.55 and 33.69 respectively. The t-value of both the gender was 0.22 which is not significant at 0.05 level of significance. Therefore, the formulated null hypothesis state there is no significant difference in the emotional maturity between male and female in relation to the emotional stability of undergraduate students, was retained.

The observation of Table also indicates that the mean scores of emotional maturity of undergraduate on emotional progression dimension with respect to male and female were 33.07 and 33.48 respectively. The t-value of both the gender was 0.56 which is not significant at 0.05 level of significance. It can be said that females' students have higher emotional progression as compared to males. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

It was also shown that the mean scores of emotional maturity of undergraduate on social adjustment dimension with respect to male and female were 33.18 and 32.92 respectively. The t-value of both the gender was 0.32, which is not significant at 0.05 level of significance. It can be said that males' students have higher social adjustment as compared to females. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

The table also revealed that the mean scores of emotional maturity of undergraduate on personality integration dimension with respect to male and female were 33.97 and 35.20 respectively. The t-value of both the gender was 1.77, which is not significant at 0.05 level of significance. It can be said that females' students have higher personality integration as compared to males. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

The table also revealed that the mean scores of emotional maturity of undergraduate on independence dimension with respect to male and female were 23.21 and 23.25 respectively. The t-value of both the gender was 0.08, which is not significant at 0.05 level of significance. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

The overall, findings suggest that each gender indicates comparable level of emotional maturity across these dimensions of emotional maturity.

2. Objective: To study the significant difference of students towards the dimensions of emotional maturity in relation to the type of institution.

Table 2: Institutional differential on the basis of Emotional maturity

Variables	Types of Institution	N	Mean	SD	t-test
Emotional Maturity	Government	70	158.79	9.46	1.24*
	Private	72	156.76	9.92	

* Not significant at 0.05 level of significance

The observation of Table 2 demonstrates that the obtained t-value is 1.243. With 140 degrees of freedom, the table value is 1.98 at 0.05 level of significant and 2.61 at 0.01 level of significant. It is found that the obtained value is less than the both level of significant. Therefore, it is not significant and the null hypothesis is accepted at both levels of significance. The obtained data also shows that the mean value of Emotional Maturity (Government) of undergraduate students is 158.79 which is greater than the mean value of Emotional Maturity (Private) which is 156.76, which means that the Emotional Maturity of the students of government institution is greater than the Emotional Maturity of the students of Private institution.

Table 2.1: Showing comparison of the institutional difference of various dimensions of emotional maturity of students.

Dimension of Emotional Maturity	Types of Institution	N	Mean	SD	t-test
Emotional Stability	Government	70	33.51	3.81	0.33*
	Private	72	33.72	3.67	
Emotional Progression	Government	70	33.53	3.75	0.69*
	Private	72	33.03	4.82	
Social Adjustment	Government	70	33.81	4.42	1.88*
	Private	72	32.31	5.14	
Personality Integration	Government	70	34.81	3.95	0.65*
	Private	72	34.36	4.33	
Independence	Government	70	23.11	2.97	0.43*
	Private	72	23.35	3.47	

* Not significant at 0.05 level of significance

Table 2.1 presents a comparative analysis of emotional maturity across different types of institutions (Government and private) based on five dimensions: Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, and Independence. Each dimension is characterized by 142 samples from both the institution (Government 70 and private 72).

From the table, it was found that the mean scores of emotional maturity of undergraduate on emotional stability dimension with respect to government and private were 33.51 and 33.72 respectively. The t-value of both the institution was 0.33 which is not significant at 0.05 level of significance. Therefore, the formulated null hypothesis state there is no significant difference in the emotional maturity between government and private in relation to the emotional stability of undergraduate students, was retained.

The observation of Table also indicates that the mean scores of emotional maturity of undergraduate on emotional progression dimension with respect to male and female were 33.07 and 33.48 respectively. The t-value of both the gender was 0.56 which is not significant at 0.05 level of significance. It can be said that females' students have higher emotional progression as compared to males. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

It was also shown that the mean scores of emotional maturity of undergraduate on social adjustment dimension with respect to male and female were 33.18 and 32.92 respectively. The t-value of both the gender was 0.32, which is not significant at 0.05 level of significance. It can be said that males' students have higher social adjustment as compared to females. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

The table also revealed that the mean scores of emotional maturity of undergraduate on personality integration dimension with respect to male and female were 33.97 and 35.20 respectively. The t-value of both the gender was 1.77, which is not significant at 0.05 level of significance. It can be said that females' students have higher personality integration as compared to males. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

The table also revealed that the mean scores of emotional maturity of undergraduate on independence dimension with respect to male and female were 23.21 and 23.25 respectively. The t-value of both the gender was 0.08, which is not significant at 0.05 level of significance. Therefore, the formulated null hypothesis state there is no significant difference in the emotional progression between male and female in relation to the emotional stability of undergraduate students, was retained.

The overall, findings suggest that each gender indicates comparable level of emotional maturity across these dimensions of emotional maturity.

Emotional Stability

The t-value of 0.331 indicates no significant difference between the two groups. Students from private institutions have a slightly higher mean score (33.72) in emotional stability as compared to those from government institutions (33.51). The t-value of 0.331 With 140 degrees of freedom, the table value is 1.98 at 0.05 level of significant and 2.61 at 0.01 level of significant. It is found that the obtained value is less than the both level of significant which suggests that there is no significant difference, which indicates that both the types of institution show similar levels of emotional stability.

Emotional Progression

The observation of Table indicates that Government institution show a higher mean (33.81) in emotional progression as compare to private institution (33.03). The t-value of 0.692 suggests no significant difference in emotional progression between the two types of institutions.

Social Adjustment

Here, the table shows the mean score of government institutions have a slightly higher mean (33.81) than private institution (32.31). The t-value of 1.877 indicates no significant difference between the two groups regarding social adjustment. Which suggests that students in government institutions have better social adjustment.

Personality Integration

Government institutions have a higher mean (34.81) compared to private institution (33.97). The t-value of 0.652 indicates no significant difference in personality integration between the two groups.

Independence

In independence, private institutions have a slightly higher mean score of 23.35. while the mean score of government institution is 23.11. The t-value of 0.430 indicates no significant difference in independence between the two types of institutions, which indicates that both the types of institution exhibit comparable levels of independence.

Thus, The above table shows no significant difference in emotional stability, emotional progression, social adjustment, personality integration, and independence between students from private and government institutions. While students in private instruction have a higher mean score (33.72) in emotional stability than those in government institutions (33.51), the t-value of 0.331 suggests that there is no significant difference between the two instructions. Similarly, students from government institutions had a higher mean score (33.81) in emotional progression, but the t-value of 0.692 indicates that this difference is not significant. In terms of social adjustment, students from Government institutions had a little higher mean (33.81) than students from private institutions

(32.31), but the t-value of 1.877 indicates no significant difference. In terms of personality integration Government institutions shows higher means in (34.81) than students from private institutions (33.97) but the t-value of (0.652) indicates no significant difference.

Finally, while private institutions have a slightly higher mean score (23.35) in independence compared to government institutions (23.11), the t-value of 0.430 indicates that both types of institutions revealed comparative levels of emotional independence among their students. Overall, the data suggests that students from private and government institutions generally exhibit comparable levels of emotional stability, emotional progression, social adjustment, personality integration, and independence.

Educational Implication

1. **Improved Academic Achievement:** Incorporating emotional maturity into the education system enhances focus and managing stress, resulting in higher academic achievement.
2. **Mental Health Promote:** Recognizing and developing emotional skills helps minimize anxiety and depression in students.
3. **Enhanced Interpersonal connections:** Emotional maturity improves abilities to communicate and resolve conflicts, leading to better connections with peers and professors.
4. **Individual Growth and Development:** With emphasis on emotional maturity encourages self-awareness as well as individual growth, which are crucial for development as a whole.
5. **Career Preparedness:** Providing pupils with social and emotional competencies equips them to enter professional life and improves employability.
6. **Acquainted Educational policy:** Setting priorities for emotional well-being in educational policies promotes overall development of students in addition to achieving academic excellence.

Conclusion

Emotional maturity refers to the ability to understand, manage, and express emotions effectively, fostering personal growth and healthy relationships. It encompasses traits such as self-awareness, empathy, resilience, and accountability. Emotionally mature individuals can handle stress, accept responsibility for their actions, and view challenges as opportunities for growth. College is a phase of transitional in which students must make effective modifications to themselves so that they can adjust with their family members, peers, society, and culture. The above analysis of emotional maturity across five dimensions—Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, and Independence—shows that students from government institutions have slightly higher levels of emotional maturity than students from private institutions. Government students perform higher in Social Adjustment and Personality Integration. However, despite these observed differences, the t-values show that they are not significant, indicating that while variations exist, they may not be significant enough to draw definite conclusions regarding the impact of institution type on emotional maturity. Furthermore, the standard deviations reveal some variation within both groups, particularly in dimensions such as Emotional Progression and Social Adjustment, where private institution students exhibit more variability. In conclusion, while government students show a tendency towards higher emotional maturity scores, the lack of significance indicates that private as well as government institutions may foster comparable levels of emotional maturity in their students, that support additional investigation to broaden the understanding of emotional maturity in educational environments.

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