

EMOTIONAL MATURITY AND HOME ENVIRONMENT AMONG COLLEGE STUDENTS

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ABSTRACT

The process of the maturation plays a vital role in the development of balanced emotion in human beings. As a child grows, he/she may acquire a balanced and mature emotional behaviour through his environmental experiences and training. Appropriate use of emotions i.e. good emotional responses to a situation. Therefore, appropriate behavioural responses to favourable or unfavourable situations reflects emotional maturity of an individual. Emotional maturity differs in each stage of growth and development i.e. from infancy to adulthood. Home and the members at home contribute a lot to the development of emotional maturity. All sorts of moral and ethical values/standards, as well as emotional, social and cognitive environment in contribute to the wholesome development of the child as well as to his/her emotional maturity. The present study has been undertaken with an intent to study the emotional maturity among college students in relation to their home environment. The investigator intends to study impact of home environment on emotional maturity of college students. The study was conducted as descriptive survey on 200 College students classified into boys and girls on said variables and on comparing them it was found that home environment of college students (boys and girls) does not significantly impact the emotional maturity. However, the results of this study may be viewed in context of the selected geographical area of Sirmour district in Himachal Pradesh only

Key Terms: Emotional Maturity, Home Environment, College Students, Sirmour

Conceptual Framework

The process of the maturation plays a vital role in the development of balanced emotion in human beings. As a child grows, he/she may acquire a balanced and mature emotional behaviour through his environmental experiences and training. Appropriate use of emotions i.e. good emotional responses to a situation. Therefore, appropriate behavioural responses to favourable or unfavourable situations reflects emotional maturity of an individual. Emotional maturity differs in each stage of growth and development i.e. from infancy to adulthood. Home and the members at home contribute a lot to the development of emotional maturity. All sorts of moral and ethical values/standards, as well as emotional, social and cognitive environment in contribute to the wholesome development of the child as well as to his/her emotional maturity.

The future of any nation depends on the quality of its youth. Long ago, the great Indian Philosopher Swami Vivekananda aptly said, “youths are not useless but are used less.” Hence proper guidance at this crucial phase of life is more important for enriching their knowledge and skills in management of emotions. Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have become still more compared to the yesteryears. Emotional maturity is the basis of all desirable learning. It refers to a state of mind which is almost free from emotional stresses with the result that all the mental functions are appropriate and conducive to child's adjustment and progress. High emotional maturity enables the individual to withstand the strains of life.

How can a child, who is not physically, emotionally and mentally fit, perform satisfactorily in education? He/she may be worried about physical, emotional or mental ailments and most of his energy get absorbed in these problems. The individual remains educationally, socially, mentally or emotionally handicapped which causes great anxiety and in fact distorts perceptions of self and others in his environment and the world outside. The Child may starts thinking that he/she is worthless fellow the world around him is full

of misery, the society is hard on him, and friends are useless and so on. He withdraws from the society and confined his/her self in little space.

His emotional development is hampered and the question of his moral development does not arise. This cannot be possible unless the adolescent enjoys the stability in emotions with positive thinking. The emotional maturity of the child is very important from the point of view of his all-round development.

Environment plays a very important role in the personality development of the child. The type of environment, determines the development of a person. If environments very stimulating and rich, it will create favourable impression in the person on his/her development and if this environment is dull or insipid, behavior is likely to be shaped in an unhealthy way. Schools are one important place where children have contacts with their peers, form friendship, and participate in social groups with other children. The present study has been undertaken with an objective to study the emotional maturity among college students in relation to their home environment. The investigator intends to study whether the type of home environment affects the emotional maturity. Family plays an important role in the educational and vocational progress of the children. In this regard **Roe (1957)** hypothesized that three types of parental attitudes-acceptance, concentration and avoidance are associated with the vocational development of students. Because of these attitudes which parents show towards their son and daughter, they develop certain attitudes towards the home environment. The formation of attitude in the early stages of life plays a significant role in the developmental process of individual's life responsible for the growth in the later stages of life but have not taken any step in the developing certain models which determine the condition of home environment of future development.

In view of major objective of the study following related studies have been reviewed:

Singh (2000) Studied emotional maturity in relation to environment factors found significant relationship between emotional maturity and school & home. **Lekhi, V. (2005)** conducted study of emotional maturity of adolescents in relation to cognitive and Non-Cognitive Variables in her study on adolescents of XI class studying in Sr. Secondary schools of Punjab state & found significant correlation between intelligence and emotional maturity.

Bansibihari & Surwade (2006) Studied the effect of emotional maturity in teacher effectiveness and found that female teachers are emotionally more mature/stable than male teachers who are found to be emotionally immature/unstable. (ii) The teaching of emotionally mature teachers is more effective than those of emotionally immature teachers, whose teaching is found to be of average grade. (iii) There is no sex difference in emotionally mature group with respect to teacher effectiveness. **Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007)** studied Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers. The study assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Manoharan, Louis and Christie (2007), highlighted Emotional Maturity of Post-Graduate Students in Pondicherry Region and concluded that the level of emotional maturity of P.G. students is low. Their scores on the components namely emotional instable, emotional regression and social maladjustment are on the higher side. Therefore, they are poor in their emotional stability, emotional well-being and social adjustment. The emotional maturity of P.G. students is influenced by sex, class and group. The level of emotional maturity of female students is higher than that of the male students. **Joshi (2009)** concluded

that Differentiation of self, a cornerstone concept in Bowen theory, has a profound influence over time on the functioning of the individual and his or her family unit. The quantitative analysis supported the hypothesis that goal effectiveness and emotional maturity influenced variation in nuclear family functioning.

Geeta S. Pастey and Vijayalaxmi, A. Aminbhavi (2009) Studied Impact of Emotional Maturity on Stress and Self Confidence of adolescents and concluded that as emotions do play central role in the life of an individual, the findings revealed that the adolescents with high emotional maturity have significantly high stress and self-confidence when compared to those with low emotional maturity. **Joshi, Renuka and Tomar (2010)** conducted a study of optimism and pessimism on emotional maturity, depression and coping strategies among adolescent and result of the present study revealed a significant difference between optimists and pessimists on emotional maturity and its dimensions on depression optimists and pessimists did not differ on sleep disturbance and the feeling of sadness optimists were found to possess a tendency of using painful problem solving and positive reappraisal more as compared to pessimists when in a stressful situation.

Singh (2011) conducted a study on 400 students of XI and XII classes in the Gurgaon district of Haryana. A positive and significant correlation was found between emotional maturity and mental health which indicates that with the increase in mental health scores there will be increase in emotional maturity.

Subbarayan, Visvanathan (2011) conducted a Study on emotional maturity of College Student based on the analysis of the data the investigators concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred from that the college students belongs to different religions shows significant difference in their emotional maturity.

Mondal & Sutradhar (2015) studied the effect of Home Environment on Different Dimensions of Emotional Maturity of Adolescents. They found that home play important role in developing emotional maturity and the increase of control at home can cause a hindrance in their independence. **Unnikrishnan, Neelakandan, and Rekha (2019)** found that home environment plays a significant role in overall development of the child. Home environment has been observed to have significant impact on the psychosocial competence of adolescents. Self-concept is shaped by others and the environment. Emotional Maturity is the product of interaction between many factors like home environment, school environment, society and culture.

Mathew, Anitha (2023), the study it was observed that:

- a) A negative relation exists between emotional maturity and six dimensions of home environment namely, control, protectiveness, punishment, conformity, social isolation and reward.
- b) A positive relation exists between emotional maturity and four dimensions of home environment namely, deprivation of privileges, nurturance, rejection and permissiveness.

This study helped to reveal the relationship of emotional maturity with home environment and help the parents to design a way out that will help the children to face challenges of life during adolescence period.

Objectives

The following objectives were laid down for the present study:

- To compare College studying boys in respect to their mean scores on emotional maturity at different levels of their home environment i.e. high, average and low.

- To compare College studying girls in respect to their mean scores on emotional maturity at different levels of their home environment i.e. high, average and low.
- To study the relationship among scores on variables emotional maturity and home environment for total sampled College studying students.

Hypotheses of The Study

The following hypotheses are formulated & tested in the present study:

- College studying boys differ significantly with respect to their mean scores on emotional maturity at different levels of home environment i.e. of high, average & Low level.
- College studying Girls differ significantly with respect to their mean scores on emotional maturity at different levels of home environment i.e. of high, average & Low level.
- There will be significant and positive relationship between scores of total sampled colleges studying students on the variables of emotional maturity and home environment.

Delimitation

The study was delimited to:

- Sirmour District of Himachal Pradesh
- Measure home environment and Emotional Maturity only
- College students studying in 1st year of their college irrespective of stream of study

METHODOLOGY

- **Method:** Descriptive Survey Method was used in view of the objectives and nature of study.
- **Sample:** A Sample of total 200 college students studying in 1st year of their graduation irrespective of their stream of study comprising of 100 males and 100 females was selected.
- Above sample was selected from two government colleges established and administered by Himachal Pradesh government selecting 100 students from each college.
- **Tool:** The aim of present investigation is to study college students with respect to the variables of Home Environment and Emotional Maturity. Hence, the following tools were used in present study in order to collect the relevant information.
 - Emotional Maturity Scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava.
 - Home Environment Inventory developed by Dr. K.S. Mishra.

Analysis and Interpretation of Data

Present study aimed at studying the variables emotional maturity and home environment among college students. To achieve this objective, a sample of 200 students studying in two government degree colleges situated in Sirmour district of Himachal Pradesh. the requisite data pertaining to the variables of study were collected and tabulated for analysis and then analysed objective in following manner:

Analysis of data: data were analysed objective wise as follows-

Objective No.-1: comparison of college studying boys in respect to their mean scores on emotional maturity at different levels of their home environment i.e. high, average and low.

the calculated t- value for comparing College studying boys in respect to their mean scores on emotional maturity at different levels of their home environment i.e. high, average and low **along with**

Standard deviations, standard errors of mean and degree of freedom, have been represented in table 1.1 as under:

Groups	N	Mean	SD	SEM	df	t
High	11	114.09	31.46	9.48	20	0.69*
Average	11	104.73	31.67	9.54		
High	11	114.09	31.46	9.48		1.81*
Low	11	96.82	34.41	10.37		
Average	11	104.73	31.67	9.48		
Low	11	96.82	34.41	10.37		

It is revealed from the table 1.1 that t-value in for mean scores in case of college studying boys at different levels of home environment on emotional maturity came out to be 0.69 (High & Average Group), 1.81 (High & Low Group), and 1.23 (Average and Low Group) which is **non-significant** at 0.05 level of significance at 20 degrees of freedom.

Hence, the hypothesis stating that “College studying boys differ significantly with respect to their mean scores on emotional maturity at different levels of home environment i.e. of high, average & Low level.” stands **rejected**.

Since mean scores of college level boys exhibiting high and average and low level of home environment are somewhat similar on the variable emotional maturity therefore, it may be inferred that college level boys at different levels of home environment do not differ significantly with respect to their mean scores on emotional maturity or they have similar level of emotional maturity.

Objective No. 2: To compare College studying girls in respect to their mean scores on emotional maturity at different levels of their home environment i.e. high, average and low.

the calculated t- value for comparing College studying girls on their mean scores on emotional maturity at different levels of their home environment i.e. high, average and low along with Standard deviations, standard errors of mean and degree of freedom, have been represented in table 1.2 as under:

Table 1.2

Groups	N	Mean	SD	SEM	df	t
High	13	99.00	23.66	6.56	24	0.69*
Average	13	91.69	29.98	8.31		
High	13	99.00	23.66	6.56		1.03*
Low	13	88.85	26.81	7.43		
Average	13	91.69	29.98	8.31		
Low	13	88.85	26.81	7.43		

It is revealed from the table 1.2 that t-value in for mean scores in case of college studying girls at different levels of home environment on emotional maturity came out to be 0.69 (High & Average Group), 1.03 (High & Low Group), and 0.25 (Average and Low Group) which is **non-significant** at 0.05 level of significance at 20 degrees of freedom. Hence, the hypothesis stating that “College studying girls differ significantly with respect to their mean scores on emotional maturity at different levels of home environment i.e. high, average & Low level.” stands **rejected**.

Since mean scores of college level girls exhibiting high, average and low level of home environment are somewhat similar on the variable emotional maturity therefore, it may be inferred that college level girls at different levels of home environment do not differ significantly with respect to their mean scores on emotional maturity or they have similar level of emotional maturity.

Objective No. 3: To study the relationship among scores on variables emotional maturity and home environment for total sampled College studying students.

The r-value for level of correlation between the scores on home environment and Emotional Maturity among College Level Students is given in table 1.3 as under-

Table 1.3

Variables	N	Coefficient of Correlation (r)
Home Environment	100	0.15*
Emotional Maturity	100	

*non-significant at .05 level of significance.

It is evident from above table 1.3 that the value of product moment coefficient of correlation between emotional maturity and home environment for N= 200 came out to be 0.15, for total sampled College studying students. which is non-significant at .05 level of significance.

Hence the hypothesis stating that “there is significant and positive relationship between scores on the variables of emotional maturity and home environment for total sample of college studying students.” was rejected. It indicates that the scores of college level students on variable Emotional Maturity and Home Environment are not correlated significantly with each other. In other words, we can say that emotional maturity and home environment have non-significant relationship.

We can conclude that there is non-significant co- relation between scores on the variables of emotional maturity and home environment for total sample of college level students. Although, r-value comes out to be 0.15 which indicates positive and low level of correlation between two variables but this correlation value is not considerable and not impacting each other.

Conclusion and Discussion

The study intended to explore any relationship between home environment and emotional maturity as well as impact of home environment on emotional maturity of college students in Sirmour district of Himachal Pradesh. The results of present study should be viewed with limitations of small sample size, geographical locality and may be generalised in the same context.

It is generally a preconception that home environment plays a significant role in child development and impact almost all dimensions of life. This conception has research base also and is supported by; **Jasbir (2000)** who studied emotional maturity in relation to environment factors found significant relationship between emotional maturity and school & home. Similar study by **Mondal & Sutradhar (2015)** found that home play important role in developing emotional maturity and the increase of control at home can cause a hindrance in their independence. And **Unnikrishnan, & Rekha (2019)** also found that home environment plays a significant role in overall development of the child. Home environment has been observed to have significant impact on the psychosocial competence of adolescents. Self-concept is shaped by others and the environment. Emotional Maturity is the product of interaction between many factors like home environment, school environment, society and culture.

The result of present study revealing no significant correlation among Home Environment and emotional maturity as well as no significant impact of Home Environment on emotional maturity may be attributed to one of the reasons as, impact of non-real or casual responses of students on on home environment tool and their grouping. Although, the similar results reported by, **Subbarayan (2011)** on emotional maturity of college student concluded that the sex, community and the family type did not play any role in the

emotional maturity of the college students. Although. They inferred that the college students belonging to different religions shows significant difference in their emotional maturity.

We cannot straight way ignore or deny the fact that home environment plays a significant role in child's development as supported by various studies. In present study too we have obtained the mean differences among various groups on home environment although, not significant but the impact of home environment on various dimensions is a proven fact.

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