



Well-Being In Relation To Emotional Maturity Among College Students

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Abstract:

The present study is designed to examine the impact of emotional maturity on well-being of college students. The respondents were students from 2 colleges of Pathankot district which included 184 students both boys and girls selected by Randomly sampling method. The tools of data collection were Psychological well-being scale developed by Sisodia & Choudhary (2012) and Emotional maturity scale developed by Singh & Bhargava (2012). The present study revealed that difference in well-being among college students with respect to gender. Further, it was found that girls students have higher well being score than boys students. The result of this study revealed that difference in emotional maturity among college students with respect to gender. Further, it was found that boys' students have higher emotional maturity scores than girls' students. The present study also revealed that positive relationship between well-being and emotional maturity of college students. The present study has implications for educationists, curriculum developers and teachers that while developing the curriculum care should be taken that it provides opportunities for developing emotional maturity of students which in turn would facilitate their well-being and holistic personality.

Keywords: Well-Being, Emotional Maturity, College Students

Introduction:

Well-being is the experience of health, happiness and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose and the ability to manage stress. It includes so many positive things feeling happy, healthy, socially connected, and purposeful (Dodge et al., 2012). Well-being also effects emotional maturity. If one is physically, mentally, economically and emotionally well it is confirmed that one can control his/her emotions. Emotional maturity means having the self- control to manage emotions and work to understand them (Macdonald & Hulur, 2021). Well-being is a very broad construct. The concept of well-being refers to the welfare of the child centring on the physical, social, emotional and intellectual development of orphaned children. Well-being requires harmony between mind and body. It implies a sense of balance and ease with the pressures in a person's life (Martela & Sheldon, 2019). Studies report that a substantial number of students in higher education are dealing with well-being issues such as psychological and emotional distress, feelings of anxiety and depression, and an increased risk of burnout. Emotional maturity refers to the ability to understand and manage emotions. It helps to create a healthy individual and social life. Emotional maturity can also be defined as, "the capability of adolescents to stabilize emotions which include emotional progression, independence, social adjustment, emotional stability, personality

integration, etc." (Jobson, 2020). Then I was discussed the importance of well-being and emotional maturity among college students.

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. More generally, well-being is just feeling well. According to International encyclopaedia of the Social and Behavioural Sciences, "State of complete physical, mental and social well-being and not merely the absence of disease or infirmity". (Singh & Kaur, 2016) found that the adolescence stage is a life-threatening period of development and it is known to experience depression and emotional instability very often. A Study of Ozpolat et al. (2012) studied and found that the correlation values are significant at the $p < .001$ level. It was observed that there is a positive and medium level relationship between psychological well-being and control and perfectionism subscales, while there is positive and low level relationship with expectations subscale.

Lawrence (2017) revealed that higher secondary students significantly differ in their general well-being in terms of gender, location of school, type of school, and nature of school. They do not differ in their general well-being in terms of type of family. Bhat (2018) studied and found that very low positive relationship was found between psychological well-being and school environment of students, which was found statistically insignificant

(0.019, $p > 0.05$). Kaur et al. (2018) endeavours that male and female senior secondary school students differ significantly on their general well-being score. Male students is found to higher in general wellbeing score as compared to their female counterparts. Alshehri (2021) revealed that no significant correlations or differences in the mental well-being of the questionnaire respondents according to socio demographic variables. Sharma et al. (2022) studied and found that students of 20 years or more had better PWB in terms of all dimensions rather than < 20 years. Sowani & Lavalekar (2023) states that significant correlation was found between total PWB and Affiliation (AF) dimension ($p, .01$, $r=.312$) which describes an environment that students see as having more informal interactions with classmates within a friendly and supportive environment. Ludban & Gitimu (2024) revealed that, there was a significant difference in psychological well-being in two subscales between traditional and non-traditional students.

Before defining the term emotional maturity, it is necessary and significant to define the term emotion and maturity separately, so that meaning of the collective term emotional maturity becomes clear. The word 'emotion' is derived from latin word "Emovere" which means to be 'stirred up', or 'to stimulate'. Emotions literally jerk a person feeling and the body gets evoked or stimulated. The stimulated condition is known as 'emotion' (Jhala, 2015). According to Smiston (1974) "Emotional maturity is a process in which personality is continuously striving for greater sense of emotions, health, both inters physically and intra personality (Joy & Methew, 2018). According to Cole (1944) Emotional maturity is capacity to bear strain and deal with their surrounding environment. So someone is considered emotionally mature when he/she is not driven around by external forces (Rawat & Gulati, 2018). "Emotional maturity is an internal development of developing of balancing the mind and intellect with the external reality. A Study of Rajendra (2015) revealed that the male and female college students differ in their emotional maturity. The faculty of college students also affect significantly on their emotional maturity. Rai & Khanal (2017) states that there is a significant positive correlation between college students emotional intelligence and their academic achievement.

There exists highly positive correlation between the two variables. Rai (2017) endeavours that there is a perfect positive correlation between emotional intelligence and emotional maturity of undergraduate students. This means that if the value of emotional intelligence increases, there will be an equal increase in the value of emotional maturity. Razaqi & Musheer (2019) studied and found that

government school students study habit was found to be greater than private school students. There was significant univariate main effect was also found between the emotional maturity and study habit of secondary school students. Kumar (2023) states that the difference between score of students of rural area and students of urban area is statistically significant. Therefore, we accept the hypothesis which means that statistically there is a significant difference in the emotional maturity levels between boys and girls (rural and urban) at 5% level of significance. Laskar & Debnath (2024) studied and found that the obtained t-value of Social Adjustment was not significant at 0.05 level of significance. Hence, it could be said that there was no significant difference between high socially adjusted students and low socially adjusted students in their academic achievement.

Significance of the Problem:

In the present time well-being and emotional maturity plays an important role in college students life. In higher education a substantial number of students are dealing with well-being issues such as psychological and emotional distress, feeling of anxiety and depression, and an increased risk of burnout. Emotionally mature students accept responsibilities for their actions (Dhakal, 2013). An emotionally grown-up students is sociable towards others and is less concerned in the aggression and the burst of anger. They are more enthused by happiness, enjoyment, fulfillment and satisfaction than get rid with worries, anxieties and frustrations. (Majeed & Bala, 2020).

In this present study researcher is trying to find out the correlations between the well being and emotional maturity among college students. The investigator did not find research work on well being in relation to their emotional maturity among college students in pathankot district. Most of the studies conducted in other districts, Ever since the student days of the investigator, she could not acquire knowledge about the well being and emotional maturity among college students due to lack of methodology of research.

Statement of the Problem:

The intend of the investigator is to study Well-Being and Emotional Maturity among college students with respect to gender. The study also aims at studying the relation between well-being and emotional maturity. Thus, the problem in hand is entitled as "**Study Of Well-Being In Relation To Emotional Maturity Among College Students**".

Delimitations of the Study:

1. The study was confined to 184 college students of district pathankot only.
2. The sample was taken from 2 colleges (affiliated to GNDU) of pathankot district

Objectives of the Study:

1. To study well-being among college students with respect to gender.
2. To study emotional maturity among college students with respect to gender.
3. To find out the relationship of well-being and emotional maturity of college students

Hypotheses of the Study:

1. There was no significant difference in well-being among college students with respect to gender.
2. There was no significant difference in emotional maturity among college students with respect to gender.
3. There was no significant relationship between well-being and emotional maturity of College students.

Population:

The population of the present research consists of the college students (affiliated to GNDU) of Pathankot district.

Sampling Procedure:

For the present study a sample of 184 students (girls and boys) studying in Pathankot district was taken up. The colleges were randomly selected by adopting simple random stratified sampling technique.

Research Design of the Study:

The study falls under the domain of descriptive research as it intends to study the well-being and emotional maturity among college students.

Tools Used In the Study:

The following tools have been administered on the subjects in study:-

PSYCHOLOGICAL WELL-BEING SCALE by (Sisodia & Choudhary, 2012)

EMOTIONAL MATURITY SCALE by (Singh & Bhargava, 2012)

Statistical Techniques

Mean, Standard deviation, t-test and correlation method was used to analyze the data.

Analysis and Interpretation of Results

Table-1 Showing Mean, Standard Deviation, Significant Error And p Value On Well-Being With Respect To Gender

Variable	Gender	N	Mean	SD	SE	p value
Well Being Total	Girls	111	172	40.5	3.85	0.026
	Boys	74	163	38.7	4.5	

Significant At 0.05 Level**

Hypothesis Was Framed To Examine The Significant Difference Between Well-Being Among College Students With Respect To Gender. The Result Of This Analysis Is Being Reported In The Table 1.

The Table 1 Shows That, The Mean Score Of Well Being Of Girls And Boys Group Was 172 And 163 Respectively And The Value Of SD Was 40.5 And 38.7. Its Further Indicated That The

Obtained p-Value Of Well Being With Respect To Gender Was 0.026 Which Is Less Than 0.05 Level Of Confidence.

Therefore Our Null Hypothesis, "There Was No Significant Difference In Well-Being Among College Students With Respect To Gender" Was Rejected. This Study Reveals That Girls Had Better Well-Being Than Boys.

Table-2 Showing Mean, Standard Deviation, Significant Error and p Value on Emotional Maturity With Respect To Gender

Variable	Gender	N	Mean	SD	SE	p value
Emotional Maturity Total	Girls	111	106	28.9	2.74	0.011
	Boys	74	121	42.7	4.96	

Significant At 0.05 Level **

Hypothesis Was Framed To Examine The Significant Difference In Emotional Maturity Among College Students With Respect To Gender. The Result Of This Analysis Is Being Reported In The Table 2.

The Table 2 Shows That, The Mean Score Of Emotional Maturity Of Girls And Boys Group Was 106 And 121 Respectively And The Values Of SD Was 28.9 And 42.7. Its Further Indicated That

The Obtained p-Value Of Emotional Maturity With Respect To Gender Was 0.011 Which Is Less Than 0.05 Level Of Confidence. Therefore Our Null Hypothesis, "There Exists No Significant Difference In Emotional Maturity Among College Students With Respect To Gender" Was Rejected.

This Study Reveals That Boys Had Higher Emotional Maturity Level Than Girls.

Table-3 Showing Coefficient Of Correlation Between Well-Being and Emotional Maturity

Variables	Total Sample (n)	df	Coefficient of Correlation (r)	Inference
Well-being	184	183	0.193	Significant at 0.01 level
Emotional Maturity	184			

There exists no significant relationship between well-being and emotional maturity of College students. Third hypothesis was framed to examine the significant relationship between well-being and emotional maturity of college students. To test this hypothesis, correlation was applied to determine the significant relationship between the well-being and emotional maturity among college students. The result of this analysis is being reported in the Table 3.

Table 3 shows that the coefficient of well being and emotional maturity is 0.193, which is significant at 0.01 levels. Thus, it can be concluded that well being and emotional maturity was significantly related with each other. So our null hypothesis there was no significant relationship between well-being and emotional maturity of college students, was rejected, which means that there is positive relationship between well being and emotional maturity of students studying in college.

Findings and Discussion of The Results:

1. The finding of the study indicated that girls students have higher well-being score than boys students. It also indicated that difference in well-being among college students with respect to gender. The result is in line with the studies conducted by Kaur et al. (2018) which also reveals that male and female senior secondary school students differ significantly on their general well-being score.
2. The finding of the study also indicated boys students have higher emotional scores than girls students. It also indicated that difference in emotional maturity among college students. The studies conducted by Dhakal (2013) also revealed the female students studying at bachelor's level are more emotionally mature than their male counterparts.
3. The present study revealed significant positive relation between well-being and emotional maturity. The result of the study inline with the study undertaken by Sowani & Lavalekar (2023) and Sinha (2011) who significant correlation was found between Psychological well-being of college students and dimensions on their college classroom environment. However, contradictory with the result of studies undertaken by Alsehri (2021) who found no significant correlations or differences in the mental well-being of the questionnaire

respondents according to socio demographic variables.

Educational Implications:

1. The result of the study revealed that boys students have higher emotional maturity score than girls students. So, teachers should focus on developing a level of self understanding among girls with regard to their thoughts and behaviours and make them competent to decide how to best approach and cope with situations that might otherwise be trying or challenging.
2. The result of the study revealed that girls students have higher well being score than boys students. So, teachers should take care of the mental health of boy students as it is extremely important and should never be put on the back burner.
3. The result of the study revealed positive relationship between well-being and emotional maturity among college students. Emotionally mature students can more effectively manage their emotions, which can lead to better relationships, decision-making, and overall well-being. They may also be better able to handle stress, communicate, manage conflict, and maintain balance in their lives. Activities that help to make students be aware of their emotions as well as help in their regulation should be integrated in curriculum which will definitely help to improve the well-being of students.

Conclusion:

The present study revealed that the difference in well-being among college students with respect to gender. Further it is found that girls students have higher well-being score than boys students. There is a significant difference in well-being among college students with respect to gender. Further it is found that boys students have higher emotional maturity scores than girls students. There is significant difference in emotional maturity among college students with respect to gender. Also, the study reveals that a positive relationship between well-being and emotional maturity of college students.

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