

## A Study of Emotional Maturity of Adolescents with Respect to their Educational Settings

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**ABSTRACT** The present paper assessed and compared the emotional maturity of adolescents from two different educational settings, viz. coeducation and non-coeducation. 160 adolescents from coeducation and 160 from non-coeducation schools were randomly selected from Uttarkashi and U.S Nagar districts of Uttarakhand as respondents for the present research. Self-designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents and emotional maturity was assessed using standardized Emotional Maturity Scale. Z-test was employed to measure the statistical differences in emotional maturity of respondents across the two educational settings. Results revealed that adolescents from coeducational schools, in both the districts, were more emotionally progressive, socially adjusted and independent as compared to those studying in non-coeducational schools. The prominent reason for significant difference in emotional maturity across different educational setting was observed to be school gender composition, school climate and traditions, and confounding factors.

### INTRODUCTION

Life is beautiful, but not always easy, as it passes through the various vulnerable stages. Adolescence is one of the vulnerable and unstable times of human life during which a child transcends into adulthood (Casey 2008). The word adolescence is derived from the Latin word, "adolescere" which means to grow up. During this stage, emotions play an important role in determining future personality. To become more idealistic, succeed on academic or career related goals, to develop self-confidence and to become independent are some of the developmental milestones of adolescents, which could be achieved only when the adolescents are emotionally mature. Due to emotional swings, adolescents face many psychological problems like: anxiety, strain, frustration and emotional upsets. Because adolescents are the foundations of any nation, it is foremost important to study their emotional maturity. Since after home environment, educational settings are the nearest microsystem which has great impact on emotional well-being of adolescents. Thus the importance of this study increases

in present scenario. So the present research was conducted to study the impact of different educational settings on emotional maturity of adolescents. Bessel (2004) viewed emotional maturity as those behavioral patterns that make good adjustments in life. An emotionally mature adolescent has the capacity to withstand the delay in satisfaction of needs. The most outstanding mark of emotional maturity, according to Cole (1944), is ability to bear tension and deal with their surrounding environment.

According to Urie Bronfenbrenner, school is one of the important microsystems of human beings which influence personality. The educational settings not only offer knowledge but also provide opportunity to interact with teachers and friends of same-sex and/or opposite-sex. Since, adolescent girls and boys differ physically as well as psychologically; traditional people believed that both gender require different educational settings and thus, were put up under non-coeducation. But, with the modernization and advancement of society, people started realizing that for better development of individual, it is must to put both gender under the educational conditions in which individual easily understands the characteristics of their opposite sex, and therefore the trend of coeducation emerged.

It has been seen that educational setting enormously affects personality traits of an individual. Girls in non-coeducational schools are more positive about their own abilities, control

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over their lives, and hold higher aspirations for the future Bryk et al. (1993). Also, girls may have improved self-concept (Smyth 2010). Boys, in non-coeducational environment have low self-concept and participation decreases (Baker 2002) and aggressive behavior increases (Jackson and Bisset 2002). Urban higher secondary school students from coeducation are more emotionally adjusted than those from non-coeducation (Sabeena and Viswanathan 2013).

Keeping in view the above discussion, it can be assumed that educational settings influences emotional aspects, which play a distinct role in personality development of adolescence. Therefore, the present paper has been taken up with the following objectives:

1. To assess the level of emotional maturity of adolescents from coeducational and non-coeducational schools.
2. To investigate statistical differences in the emotional maturity of adolescents across their educational settings viz. being from co-educational or non-coeducational schools.

## METHODOLOGY

### Sample

Uttarakhand state was purposively selected for the present paper as its one of the underdeveloped states of the country and the researcher being native of the state owe to contribute towards its development. Uttarakhand state comprises of 13 districts out of which U.S. Nagar and Uttarkashi districts were randomly selected as locale for the present study. Thereafter, a list of coeducational and non-coeducational schools present in the two selected districts was prepared. Out of 144 coeducational schools in Uttarkashi and 92 coeducational schools in district U.S. Nagar, one coeducational government senior secondary school was randomly selected from each district, that is, GIC Joshiyada from Uttarkashi and GIC Shantipuri from U.S Nagar. Similarly, out of 72 non-coeducational schools in Uttarkashi and 27 non-coeducational schools in U.S Nagar, two non-coeducational government senior secondary schools were selected from each district namely GGIC Kriti Inter College, Uttarkashi, GIC Boys Inter College Uttarkashi, GIC U.S Nagar and PIC U.S Nagar. These ran-

domly selected schools served as a base for us to draw, 40 boys and 40 girls each from both non-coeducational and coeducational schools of district Uttarkashi and U.S Nagar. Thereby the sample for the present study comprised of 80 adolescents from non-coeducational schools and 80 from coeducational schools of both the districts.

### Tools

Self-designed general questionnaire was used to study the socio-demographic and socio-economic characteristics of respondents. Emotional maturity of the respondent was assessed through Emotional Maturity Scale by Y. Singh and M. Bhargava. Emotional Maturity Scale is a self-reporting Five Point Scale. The tool consists of 48 items. The first 10 items examine emotional stability, the second 10 items examine emotional progression, the third items assess social adjustment, the fourth items assess personality integration and the last 8 items examine independence. Since, it is a standardized scale for Indian context, so no pre-testing was required before employing them in the present study.

### Procedure and Data Analysis

The investigator approached the school principals through a letter of request from the department which clarified the purpose of the study. After the permission for the study in the selected schools was granted by their respective principals, investigators approached the respondents in a group of 4 to 5 in the school itself. Firstly, the purpose of the study was made clear to them. Then, they were requested to give honest responses and were assured that their identity would be kept confidential and information provided by them would be used exclusively for the purpose of research work. Thereafter, self-designed general questionnaire and Emotional Maturity Scale were administered in the classroom setting to each subject individually after providing necessary instructions. The data collected was classified and tabulated in accordance with the objectives to arrive at meaningful and relevant inferences. The data was analyzed using statistical techniques like frequency, percentage, mean, standard deviation, Z-test and Analysis of Variance.

## RESULTS AND DISCUSSION

The frequency and percentage distribution of senior secondary school students of Distt. Uttarkashi and U.S Nagar on emotional maturity across educational settings is presented in the Table 1. Analysis revealed that 35 percent and 32.5 percent of respondents studying in coeducational schools of U.S Nagar and Uttarkashi were extremely and moderately emotionally stable, respectively. Thirty percent and 37.5 percent of respondents studying in non-coeducational schools of both the districts too were noted to be moderately and extremely emotionally stable, respectively. Respondents (35% and 20%) from non-coeducational schools of Uttarkashi and U.S Nagar were observed to be extremely unstable whereas only 18.7 percent and 23.7 percent of respondents from coeducational schools of Uttarkashi and U.S Nagar were extremely unstable, respectively. Overall analysis, including both the districts, across different educational settings revealed that more percentage (32.5%) of respondents from non-coeducational schools was found to be extremely emotionally stable as compared to those from coeducational schools (27.5%). It was also observed that more percent (27.5%) of respondents from non-coeducational schools were found to be extremely emotionally unstable in comparison to (21.25 percent) those from coeducational schools. At the same time, 18.13 percent of respondents from non-coeducational schools and 23.75 percent of those from coeducational schools were also found to be emotionally unstable.

Under emotional progression component, it was seen that 37.5 percent of respondents from coeducational schools of U.S Nagar were extremely stable whereas, 33.7% percent from Uttarkashi were emotionally unstable. Similarly, in non-coeducational schools too, 35 percent respondents of U S Nagar were extremely stable whereas 28.7 percent of those from Uttarkashi were extremely unstable. Overall, irrespective of the districts, almost equal numbers of respondents were found to be emotionally stable across the school type, that is, non-coeducational schools (29.38%) and coeducational schools (28.75%) on emotional progression component of emotional maturity. Similar to emotional stability component it was observed that more percent (28.12%) of respondents from coeducational schools were found unstable emotionally as

compared to those who from non-coeducational schools (26.25%). Thirty three point seven percent and 32.5 percent of coeducational respondents from U.S Nagar and Uttarkashi, respectively were found to be moderately and extremely stable as compared to respondents from non-coeducational schools (32.5% and 33.7%) who were socially maladjusted respectively. Overall irrespective of districts it was reported that more percentage of respondents from coeducational schools (31.87%) were socially adjusted, whereas the opposite was noticed in case of non-coeducational schools (28.75%) where they were found to be more socially maladjusted.

Analysis of respondent's level of maturity on personality integration component of emotional maturity displays that 36.2 percent of those from coeducational schools of both U.S Nagar and Uttarkashi were extremely stable, whereas 30 percent of respondents from non-coeducational schools of Uttarkashi were extremely unstable. But picture was bit different for respondents studying in non-coeducational schools of U.S Nagar who were extremely stable (30%). Overall irrespective of districts 36.25 percent of respondents studying in coeducational schools and 28.12 percent of respondents of non-coeducational schools were found to be extremely stable. It was disappointing to find that 26.87 percent and 21.87 percent of respondents from each educational settings fall in extremely unstable category. Majority of respondents from non-coeducational schools were noted to be emotionally unstable.

On independence component, 42.5 percent of respondents studying in coeducational schools of U.S Nagar were found to be extremely stable, whereas 31.2 percent of such respondents of Uttarkashi were found to be unstable. Respondents from non-coeducational schools of Uttarkashi and U S Nagar (33.7% and 30%) were found to be extremely unstable respectively. Irrespective of districts it was revealed that respondents of coeducational schools (33.75%) were under extremely stable category which means that they were more independent. Respondents (31.87%) from non-coeducational schools were found to be more dependent. It was clearly revealed that 24.37 percent of respondents from coeducational schools and 21.25 percent of respondents from non-coeducational schools were under moderately stable category. It is depicted that 25 percent and 23.75 percent of the



respondent from both non-coeducational school and coeducational school respectively fall in unstable category of emotional maturity.

An overview of composite emotional maturity reveals that respondents studying in coeducational schools of Uttarkashi and U.S Nagar (37.5% and 35% respectively) were moderately and extremely stable, whereas it was found that respondents from non-coeducational schools (36.2% and 30%) across both the districts were observed to be extremely unstable and unstable respectively. The composite emotional maturity irrespective of districts reveals that more percentage of respondents residing in coeducational schools (32.5%) were found to be moderately stable whereas respondents (31.25%) from non-coeducational schools fall in extremely unstable category of emotional maturity. It can be seen across educational setting that more percentage of respondents of coeducational schools (27.5%) were extremely stable as compared to respondents from non-coeducational schools (23.12%). The reason behind this may be restricted involvement of opposite sex in non-coeducational school system. This automatically increases curiosity and unspoken fear of opposite sex, and rather leads to emotional hypes. Whereas, in coeducational schools girls and boys learn to be friends, to work and play together and feel more comfortable with each other leading to stable emotions.

Mean difference in emotional maturity of senior secondary school students of Distt. Uttarkashi and U.S Nagar across educational setting are presented in Table 2. It was clearly noted that emotional progression, social adjustment, and independence among adolescents of Uttarkashi and Udham Singh Nagar varied significantly, while no variations were observed in emotional stability and personality integration across educational settings respectively. Analysis across districts found that adolescents from coeducational schools of Uttarkashi and U S Nagar were noted to be more emotionally progressive (Z=3.53 and Z=3.43), socially adjusted (Z=2.96 and Z=6.79) and independent (Z=2.17 and Z=4.37) as compared to those studying in non-coeducational schools of both the districts respectively.

Irrespective of districts too adolescents from coeducational schools were observed to be emotionally progressive (Z=2.77, p<0.05) socially adjusted (Z=3.22, p0.05) and independent (Z=2.86,

**Table 2: Mean difference in emotional maturity of senior secondary school students of Distt. Uttarkashi and U.S Nagar across educational setting**

Components of emotional maturity	Distt. U.S Nagar (n <sub>1</sub> =160)			Distt. Uttarkashi (n <sub>2</sub> =160)			Total Sample (n=320)		
	Coed schools (n <sub>1a</sub> =80)		Z	Coed schools (n <sub>2a</sub> =80)		Z	Coed schools (n <sub>1</sub> =160)		Z
	Mean	SD		Mean	SD		Mean	SD	
Emotional stability	21.83	5.06	7.15	21.94	5.73	0.13	21.88	5.39	1.67
Emotional progression	16.86	4.84	23.76	18.55	5.08	3.43*	20.91	5.26	3.52*
Social adjustment	16.8	3.70	20.26	20.38	5.48	6.79*	18.56	5.08	2.96*
Personality integration	17.68	6.53	21.64	16.83	5.10	0.92	16.83	5.10	1.94
Independence	14.96	3.34	17.85	15.97	4.34	4.37*	15.79	4.36	2.17*
Composite emotional maturity	88.13	10.33	103.65	93.82	21.9	10.2*	93.78	19.72	5.80*
			22.99	109.16	22.3		103.61	26.68	2.65*
			7.40	22.05	5.69		22.90	6.50	1.53
			5.19	21.60	5.85		23.61	6.12	2.77*
			6.73	21.42	6.18		17.68	5.86	3.22*
			4.88	17.25	5.86		18.15	5.3	2.86*
			22.99	109.16	22.3		103.61	26.68	2.65*

Note: (a) \*Significant at 0.05 level  
 (b) Lower score represents higher maturity  
 (c) Co-ed Schools refers to Coeducational Schools

p0.05) as compared to adolescents from non-co-educational schools. Eventually on composite emotional maturity too, adolescents from coeducational schools were noted to be more emotionally mature as compared to adolescence from non-coeducational schools. Azam and Nadeem (2013) unveiled similar result as obtained above that coeducational set up was helpful in developing students' self-confidence and such students were emotionally more mature. The present findings are in line with Chaurasia et al. (2012) who found that there was a significant difference in emotional maturity of coeducational and non-coeducational college students. Vyas (2000) was also of the view that educational setting was significantly related with emotional maturity of adolescents. This finding was also supported by Devi and Ramachandran (2013) who revealed that the attitudes of women students towards Womens' College were unfavorable and the level of emotional adjustment of women students were low. Thakur (2014) revealed similar result that is, the science students of coeducational schools were well adjusted as compared to the students of non-coeducational schools in the area of emotional adjustment. It could be because of the fact that coeducational school setting allows opposite gender to communicate on frequent basis. It develops confidence in them, and they do not hesitate or hold back later in their lives. On the other hand, students with the background of non-coeducational schools, lack such exposure and experience and remain restricted within same gender. Education is to prepare students for university, work and life. In each of these, cooperation, mutual understanding and ability to relate with others is crucial. These skills are better fostered in coeducational schools that mirror the situations of actual life.

### CONCLUSION

It is evident from the study that for sure educational setting has great impact over the emotional maturity of adolescence. The results of the present investigation were similar across both the districts. It was observed that adolescences studying in coeducational schools were seen to be significantly better on emotional progression, social adjustment, and independence components of emotional maturity than those studying in non-coeducational schools. Adolescence studying in coeducational schools was

noted to be righteous, contented, self-reliant and confident in social interaction, whereas, those studying in non-coeducational schools were restless, had feeling of inferiority, hostility, were more aggressive, lacked in social adaptability and were highly dependent. On the whole it can be concluded that educational setting plays an important role in overall development adolescents. Substantial efforts to maximize its positive influence on the personality of adolescents can be made on the part of parents, educational setting and all others who are directly or indirectly related to them. An effort can be made to create an atmosphere at school where they can achieve the experience they lack at their respective homes.

### RECOMMENDATIONS

1. Coeducational settings should be given priority as it provides a positive opportunity for both the genders to explore their life and learn to adjust emotionally with each other, as ultimately they have to live in the same environment.
2. In today's competitive world, educational environment should be highlighted by scholars and philosophers in further researches, so that the future generations of the nation are more emotionally mature.

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