Role of Emotional Maturity in Subjective Well-Being of Co-Education and Unisex-Education College Students

Baby Chaurasia, Shambhu Upadhyay and Awadhesh Kumar Maurya

ABSTRACTS

Girls and boys need different characteristics, needs etc., to each other therefore people think that due to these differences it is must to provide different educational condition. And for this purpose tradition of unisex education emerges. But with the modernization of society people think that for development of an androgynous personality of individual or for later development of individual it is must to provide that type of educational condition in which individual easily understand the characteristics of their opposite sex and for reducing antagonism the trend of co-education comes. Another emotions play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess. In the other hand, subjective well-being is a function the degree of congruence between individual wishes, needs and his environmental demands and opportunities. Subjective well-being defines by Diener et al., (1997) as “how people evaluate their lives”. With this background, the present study examine the gender difference on the subjective well-being with high/low emotional maturity and college environment (co-education and unisex-education). Another examines the correlation of high/low emotional maturity and subjective well-being with college environment. The total of 200 students (co-education (50 boys and 50 girls) and unisex-education (50 boys and 50 girls)) are administered on emotional maturity scale by Singh and Bhargava (1985) and subjective well-being scale by Nagpal and Sell (1985).Result reveals that there are significant effect of emotional maturity on subjective well-being with college environment and gender. An apparent of result indicates that subjective well-being of co-education and unisex-education College students are positively correlates with high emotional maturity and negatively correlates with low emotional maturity. Another result reveals significant deference among co-education college students and unisex-education college students.

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INTRODUCTION

Our Mind Is Our Garden, Our Thought Is Our Seeds,
And We Will Harvest Either Flower Or Weeds.

With this valuable thought in the present era choosing the right college is a complex decision because environment plays a very important role in the personality development of the child. The type of environment determines the development of a person. If environment is very stimulating and rich, it will create a favourable impression in the person on his/her development and if this environment is dull or insipid, behaviour 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. As children grow from infancy through adolescence, peers are increasingly important in their lives. Their interactions become more complex with age. In adolescence-peer relationship affect whole personality. “What type of learning environment will offer child quality educational standards? What college will offer enriched academic experiences? Does the college have a reputation for academic excellence? Will students thrive in a single-gender or co-educational setting?” These are all questions every student and parents may ask themselves. From the ancient times, every girl and every boy has the right to a free quality education. Separate educational facilities are inherently unequal and co-education ensure equality in educational and save students from the possibility of discrimination on the basis of sex. Girls and boys have different characteristics, needs etc. to each other, therefore people think that due to these differences it is must to provide different educational conditions and for this purpose tradition of unisex education emerges. But with the modernisation of society people think that for development of an androgynous personality of individual or for better development of individual, it is must to provide that type of educational condition in which individual easily understand the characteristics of their opposite sex and for reducing antagonism, the trend of coeducation emerges. Here, the question arises if presence of both sex and single sex effect the development of Emotional maturity, anxiety and security-insecurity in adolescence. This research was undertaken to find answer to this problem. For these event maturity of students are important. The mature person has developed attitude in relation to themselves and their environment which have lifted them above childishness in thought, behaviour and satisfaction with life.

The concept ‘Mature’ emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self pity, might still be emotionally stunned and childish. According to Walter (1976) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personality. Emotional stability is one of the seventh important indicators of mental health. It simply means being grown up so that one may be able to personally manage his/her desires and feelings and may be better able to cope with the adverse life situations in a most benefitting and socially approved manner. The most outstanding mark of emotional maturity is ability to bear tension. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hospitality but it is continuously in process of seeing himself/herself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action. Adolescence is the period of heightened emotionality.
It is the most demanding periods in one’s life — a period of storm and stress because accurate portrayal of self to others, which is an identifying criterion of healthy personality, is in the process of establishment during this period. Considering this stage as a crucial stage of emotionality, the present study was planned with an objective to study the impact of age and family type on emotional maturity of urban adolescent girls. According to Camberlain (1960), an emotionally matured person is one whose emotional life is well under control. In a study, Hiremani, et al, (1994) indicated that destitute girls were emotionally unstable due to socio-cultural deprivation and parental deprivation. Emotional maturity is a choice and can be learned by emotional intelligence. Emotional maturity is also a determinant of subjective well-being.

Subjective well-being is difficult to define, since it includes affective and motivational aspects of life experience with the personal feeling of satisfaction. There are so many terms such as satisfaction, happiness, hope, optimism, positive mental health and quality of life, which are often interchangeably used as equivalent of subjective well-being. Subjective well-being increases with the frequency of pleasant emotions and decreases with the frequency of unpleasant emotions. Thus, frequency judgements of emotions are an important indicator of subjective well-being (Diener, 1984; Diener, Sandvik, & Pavot, 1991; Diener, Smith, & Fujita, 1995). Subjective well-being (SWB) is defined as ‘a person’s cognitive and affective evaluations of his or her life’ (Diener, Lucas, & Oshi, 2002). The cognitive element refers to what one thinks about his or her life satisfaction in global terms (life as a whole) and in domain terms (in specific areas of life such as work, relationships, etc.) The affective element refers to emotions, moods and feelings. Affect is considered positive when the emotions, moods and feelings experienced are pleasant (joy, elation, affection etc.) Affect is deemed negative, though, when the emotions, moods and feelings experienced are unpleasant (guilt, anger, shame etc.)

A person who has a high level of satisfaction with their life, and who experiences a greater positive affect and little or less negative effects, would be deemed to have a high level of SWB [or in simpler terms, be very happy]. The concept of SWB falls within the ‘hedonic’ perspective that defines well-being or happiness as being fundamentally about maximising pleasure and avoiding or minimising pain. This differs from the ‘eudiamonic’ perspective which, as Waterman (1993) stated, is where one lives in accordance with one’s ‘diamon’ or ‘true self’. This perspective places focus on meaning in life and self-realization, and the extent to which a person fully integrates this into his or her life.

Objectives

Present study examines the gender difference on subjective well being with high/low emotional maturity and with the college environment (co-education and uni-sex education). Another examines the correlation of high/low emotional maturity and subjective well being with college environment.

Hypothesis

- There would be significant gender difference on subjective well being with high/low emotional maturity and college environment.
- There would be significant relationship between subjective well being and emotional maturity with college environment.
METHODOLOGY

Samples

The total of 200 college students (100 co-education (50 boys and 50 girls) 100 uni-sex education (50 boys and 50 girls)) are randomly selected from the various co-educated and uni-sex educated college of Varanasi city. The age ranges of students were 14 to 18. At this stage extraneous variable e.g., academic qualification, medium of education and stream of education were controlled. The selections of students were depending on their will.

Behavioural Measures

- **Emotional Maturity Scale (1984):** Emotional maturity scale constructed and standardized by Singh and Bhargava (1984). This scale has 48 items and answers of the items are depending on five point. Test retest reliability is .75 and validity is .64.

- **Subjective Well-Being Inventory (1985):** Subjective well-being inventory constructed and standardized by Nagpal & Sell (1985). It is consisting of 40 items on a three point scale. Test retest reliability found to be highly significant and satisfactory validity.

Procedure

In the present study, Emotional Maturity scale and Subjective Well-Being Inventory were administered on the selected subject. Apart from questionnaire, subjects were also encouraged to share their experiences. After getting back the filled questionnaire, the investigator examine that respondent have give their answer to each and every question. Any item that was found to be unresponded, it was referred back to the subjects with request to take their answer on the unanswered item. Further the responses were scored as per the predetermined standard scoring procedure.

RESULT AND DISCUSSION

After scoring the inventories, the obtained data were analysed by mean and SD scores with one way ANOVA of Emotional Maturity and Subjective Well-Being of uni-sex and co-education college students. Further, it was analysed by the correlation method. The results and discussion of the study are presented here:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Sub group</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Well-Being(SWB)</td>
<td>Co-Education College Students</td>
<td>High Emotional Maturity</td>
<td>Boys</td>
<td>93.8</td>
<td>11.91</td>
<td>4.33</td>
<td>.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>98.2</td>
<td>13.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>99.6</td>
<td>9.73</td>
<td>8.21</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Emotional Maturity</td>
<td>Boys</td>
<td>83.4</td>
<td>15.78</td>
<td>3.29</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>86.9</td>
<td>13.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>84.13</td>
<td>13.87</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examine of the Table-1 reveals that score on SWB of co-education college girls on high emotional maturity (M-98.2, SD-13.28) and low emotional maturity (M-86.9, SD-13.65) experience more subjective well-being than their counterparts high emotional mature boys (M-93.8, SD-11.91)
and low emotional mature boys (M-83.4, SD-15.78) score. These differences is significant at .05 level (F=4.33, P<.05) for high emotional maturity and this difference is not significant for low emotional maturity (F=3.29, P-NS). Further, result also reveals that there is significance difference between high emotional maturity (M-99.6, SD-9.73) and low emotional maturity (M-84.13, SD-13.87) on subjective well-being which is significant at .01 level (F=8.21, P<.01). In the present study, co education is beneficial for girls than boys but previous research indicate that male and female students in coeducational settings are more positive about their schools and about the developmental aspects of their schooling (Feather 1974; Schneider and Coutts 1982; Schneider, Coutts, and Starr 1988; Stables 1990). Dale (1969, 1971, and 1974) found that both boys and girls were more satisfied with co-education, seeing it as a more “natural” environment and feeling it helped their relationships with the opposite sex. Similarly, Hannan and Shortall (1991) found that male and female ex-students of co-educational schools in Ireland were more positive about the personal and social development aspects of their schooling.

Table-2: Mean SD an F Value of Uni-Sex Education College Student with Subjective Well-Being on Sub Group of High and Low Emotional Maturity

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Sub group</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Well-Being(SWB)</td>
<td>Uni-Sex Education</td>
<td>High Emotional Maturity</td>
<td>Boys</td>
<td>92.1</td>
<td>10.23</td>
<td>3.38</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>95.3</td>
<td>11.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College</td>
<td></td>
<td>Total</td>
<td>91.7</td>
<td>10.72</td>
<td>9.27</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Low Emotional Maturity</td>
<td>Boys</td>
<td>85.3</td>
<td>13.61</td>
<td>2.41</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Girls</td>
<td>81.4</td>
<td>9.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>83.8</td>
<td>11.17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An apparent of Table-2, result reveals that score on SWB of uni-sex education college girl (M-95.3, SD-11.21) on high emotional maturity is high than boys (M-92.1, SD-10.23). These differences are not significant at any level of value. Further on the same environment low emotional mature boys (M-85.3, SD-13.61) experience more subjective well-being than girls (M-81.4, SD-9.17). This difference is also not significant. Result also reveals that there is significance difference between high emotional maturity and low emotional maturity on subjective well-being with uni-sex college students at .01 level (F=9.27, P<.01). Spielhofer et al. (2004) found that, in England, average academic achievement levels for males do not differ significantly between single-sex and coeducational settings, but there are some performance gains for lower-achieving boys in single-sex schools. Sullivan et al. (2010), using the 1958 cohort data previously analysed by Steedman, found that girls in single-sex schools had higher chances of obtaining high score than girls in coeducation school.

Table-3: Mean SD an F Value of High and Low emotional Maturity with Subjective Well-Being on Sub Group of C0-Education and Uni-Sex Education College Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Sub group</th>
<th>Mean</th>
<th>SD</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Well-Being(SWB)</td>
<td>High Emotional Maturity</td>
<td>Co-Education</td>
<td>99.6</td>
<td>9.73</td>
<td>11.41</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Maturity</td>
<td>Uni-Sex Education</td>
<td>91.7</td>
<td>10.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Emotional Maturity</td>
<td>Co-Education</td>
<td>84.13</td>
<td>13.87</td>
<td>3.21</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Maturity</td>
<td>Uni-Sex Education</td>
<td>83.8</td>
<td>11.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
An apparent of Table-3 result shows that high emotional matured co-education college student’s SWB score (M-99.6, SD-9.73) is high than uni-sex college student’s SWB score (M-91.7, SD-10.72) which is significant at .01 level (F-11.41, P<.01). On the other hand, low emotional matured co-education college students (M-84.13, SD-13.87) and uni-sex college students (M-83.8, SD-11.27) shows minimum difference on the basis of mean so this difference was significant at any level of confidence. But Mael et al. (2005) fond that co-education college effect is very low while Robinson (2006) reporting that there is difficulty in making accurate comparisons between single-sex and coeducational schools, given the selectivity of the former.

Table-4: Co-relation of Subjective Well-Being with High/Low Emotional Maturity and College Environment

<table>
<thead>
<tr>
<th>Variable (SWB) Group</th>
<th>High Emotional Maturity</th>
<th>Low Emotional Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Co-Education</td>
<td>Uni-Sex Education</td>
</tr>
<tr>
<td>Co-Education</td>
<td>.59</td>
<td>-.63</td>
</tr>
<tr>
<td>Uni-Sex Education</td>
<td>.68</td>
<td>-.71</td>
</tr>
</tbody>
</table>

Result reveals that subjective well-being of co-education college students positively correlates with high emotional maturity (N-100 and r-.59) and negatively correlates with low emotional maturity (N-100 and r-.63). Result further shows subjective well-being of uni-sex college students positively correlates high emotional maturity (N-100 and r-.68) and negatively correlates low emotional maturity. Usha Rao (1999) states that instead of helping the student to develop the correct meaning and the correct purpose of life, education has placed them in such an environment where they are discriminated and accordingly it has developed a sort of disregard for the consideration of values. The existing system appears to be static and rigid to cope with the new situation existing in the society. At this changing state of physique and mind, teachers and parents are inclined to have single-sex institutions. But reality indicates that co-education environment is one that is reflected in the world around them once they get beyond the classroom.

CONCLUSION AND SUGGESTION

Co-education college girls of high and low emotional maturity experience more subjective well-being that that boys.

Uni-sex education boys of low emotional mature experience more subjective well-being than girls.

There is significant difference between high emotional mature college students of co-education and uni-sex college students.

There is significant difference between low emotional mature college students of co-education and uni-sex college students.

Subjective well-being of co-education college students positively correlates with high emotional maturity.

Subjective well-being of uni-sex college students positively correlates high emotional maturity and negatively correlates low emotional maturity.
Subjective well-being and emotional maturity is an important factor of human life which play a central role in the life of an individual. Satisfaction with life, thinking, and learning are dependent on the emotional maturity. The present study also confirms this view. On the other hand, environment of college also affects the students which nurturing of confidence in boys and girls. And it helps individual to growing up with now and letting go up the past. Hanging on to the past becomes a convenient way. Both boys and girls at co-ed college have positive self-image, socially well-adjusted and enjoy being challenged. So the preparing students in the developing world and present era demand and educational environment is reflective of today’s society.

REFERENCES


