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Emotional intelligence; Academic motivation; College students.

Significance of Emotional Maturity Scale Compared to Male and Female Students: A Case Study of B.Ed. College Students around Thanjavur District, Tamil Nadu, India

B. Asiya Begam¹, R. Guna Sekaran²

¹Research Scholar, PRIST Deemed to be University, Thanjavur

²Research Supervisor, PRIST Deemed to be University, Thanjavur

Corresponding author: asiyaafi1@gmail.com

ABSTRACT: The emotional growth of B.Ed. students in the Thanjavur District of Tamil Nadu, India, was examined in this study. Students' emotional maturity has a big impact on their intellectual, social, and personal development. Examining the emotional development of male and female students and identifying differences in the participants' emotional conduct were the goals of the study. One hundred undergraduate B.Ed. students were randomly selected for the study, which used a descriptive research methodology. The Emotional Maturity Scale (EMS), developed by Yashvir Singh and Mahesh Bhargava, was used to collect data. The study found that pupils' emotional maturity differed based on their gender and level of personal adjustment. Male and female pupils differed in social adjustment, emotional stability, and emotional control. Statistical analysis demonstrated significant differences in some areas of emotional maturity, even though several indicators showed no significant variance. The findings emphasise the importance of emotional stability, self-control, and suitable emotional support for college students. The study also highlights the ways in which educators, parents, and educational institutions can support children's emotional development.

1. INTRODUCTION

Emotional maturity, defined as the ability to regulate and express emotions appropriately, plays a significant role in shaping students' personalities, attitudes, and behaviours (Uniyal & Uniyal, 2020; Herwandha & Prastuti, 2021). According to Walter D. Smitson, "Emotional maturity is a process on which the personality is continuously striving for a greater sense of emotional health, both intra-psychically and intra-personally." Emotional maturity is not just a key factor in shaping personality patterns but also assists in regulating the progression of personal development.

Emotional maturity within the educational landscape, especially in the context of teaching English as a Foreign Language (EFL), has emerged as a critical area of interest (Aliakbari and Farhadi, 2023). Emotional maturity refers to a broad set of capabilities including the management of one's emotions, the capacity to empathize with others, and the adeptness in handling interpersonal relationships (Joy and Mathew, 2018; Singh et al., 2012). The idea of mature emotional behaviour at all levels represents the outcomes of typical emotional growth. It is a phase which is extremely important in human existence. A primary goal of any effective educational program is to assist the learner in achieving emotional maturity. Emotional maturity refers to the quality of emotional conduct that is typically achieved by an adult following the conclusion of his teenage years. One might describe an individual as emotionally mature if he possesses nearly all kinds of emotions, whether positive or negative, and can express them at the right moment and to the right extent.

A person with emotional maturity possesses the ability to make suitable adaptations with himself, his family members, and his peers in the educational institution or employment setting. Emotional immaturity results in overall discontent, as evidenced by

the emotions of anxiety, setback, disillusionment, aggravation, and tension. Emotional maturity refers to an individual's ability to manage their emotions, and is fundamental to personal achievement, as it enables individuals to balance emotions, values, and beliefs, fostering contentment, sound decision-making, and overall wellbeing (Pyne & Taylor, 2019). Consequently, students with high emotional maturity are better equipped to handle the intellectual demands of a competitive university environment, manage academic stressors, and overcome obstacles effectively (Kamel et al., 2022; Yousefi & Baharvand, 2017).

2. METHODS

2.1 Research Design

The research design was descriptive-causal, and the sample included 100 people (50 men, 50 women) who were selected randomly with a multi-stage cluster sampling method. The tool used in this study was the Emotional Maturity Scale (EMS). This research employs a qualitative approach to explore B.Ed. college students' views on how their emotional maturity affects students' learning results. The selection of a qualitative method is based on its appropriateness for investigating intricate, contextual human experiences and viewpoints, enabling comprehensive understanding of the participants' subjective realities. The theoretical foundations of this research are based on two primary frameworks: emotional maturity and the prosocial classroom, which details four essential elements of emotional intelligence (recognizing emotions, employing emotions to aid thinking, comprehending emotions, and regulating emotions), providing an extensive perspective for analysing the aspects of emotional maturity pertinent to teaching and learning in the language background.

This model establishes a basis for comprehending how teachers' emotional skills can impact their teaching methods and relationships with students. Collectively, these frameworks direct the exploration of how B.Ed. college instructors view the influence of their emotional maturity in relation to the learning and emotional well-being of their students, emphasizing the relationship between teacher emotional skills, classroom interactions, and student success.

2.2 Participants and Procedure

The participants of this study consisted of teachers and students strategically selected from various B.Ed. colleges in Thanjavur to ensure a diverse representation of teaching experiences.

Psychometric Evaluation Sample: One hundred undergraduate students, both male and female, from education colleges in Thanjavur, Tamil Nadu, made up this sample (mean age = 19.84 years, SD = 1.25 years). In order to ensure that the items were clearly understood and devoid of ambiguity, this group was used to evaluate the appropriateness and clarity of the phrasing used in the scales, hence addressing potential comprehension and response concerns. Semi-structured interviews were used to collect data for this study because of their flexibility in allowing participants to fully express their opinions while also directing the discussion around the research objectives (Adeoye-Olatunde and Olenik, 2021).

Main Study Sample: One hundred undergraduates from different universities participated in the main data gathering: 50 males (mean age = 19.49 years, SD = 1.13 years) and 50 females (mean age = 19.87 years, SD = 1.25 years) made up this sample. Two approaches were used for the data analysis: (i) descriptive statistics, such as standard deviation and mean; and (ii) inferential statistics, such as the t-test and Pearson's Product Moment Correlation.

Hypotheses: The main and null hypothesis of the current investigation is that B.Ed. college students' emotional maturity varies. There is no substantial correlation between academic achievement and emotional maturity among college students pursuing a B.Ed. The relationship between academic success and emotional maturity in B.Ed. college students does not appear to change based on gender.

3. RESULTS AND DISCUSSION

3.1 Emotional Maturity Scale (EMS)

Yashvir Singh and Mahesh Bhargava created the Emotional Maturity Scale (EMS) in 1990. It is a self-report questionnaire that evaluates five aspects of emotional maturity: independence, social adjustment, emotional stability, emotional growth, and personality integration. The scale consists of 34 items assessed on a five-point scale from "Strongly Agree" to "Strongly Disagree," with total scores ranging from 48 to 240. The validity of the EMS was verified by confirmatory factor analysis, which revealed a good model fit (GFI = 0.989, CFI = 0.998). It is a useful tool for identifying people who might be experiencing

emotional problems and for monitoring progress in therapy or interventions. Results for internal consistency were statistically significant at the 0.01 level and ranged from 0.418 to 0.878.

According to the reliability analysis, the split-half reliability coefficient was 0.934 and Cronbach's Alpha was 0.898. Strongly Agree, Agree, Un-decided, Dis-agree, and Strongly Disagree are the classes into which the statements from the Emotional Maturity Scale are categorised (Table 1). The study's scoring system is based on a five-point rating system that was used to record the responses. The percentage scores for the strongly-agree statements are 11.00 for females and 13.41 for males.

Students in the class who agreed with another statement scored 16.21 (male) and 18.32 (female). In an Indian study, Rai and Khanam (2017) discovered that 72.95% of college students had normal emotional intelligence, whereas 18.03% had low emotional intelligence.

Table 1. Mean and Standard Deviation on Emotional Maturity at Different Classes

Gender	Measure	Strongly Agree	Agree	Un-Decided	Dis-Agree	Strongly Disagree
Male	Mean	13.41	16.21	8.35	7.63	5.50
Male	S.D	4.83	4.77	4.38	4.05	4.38
Female	Mean	11.00	18.32	5.64	10.12	5.77
Female	S.D	9.09	7.42	3.14	6.94	5.21

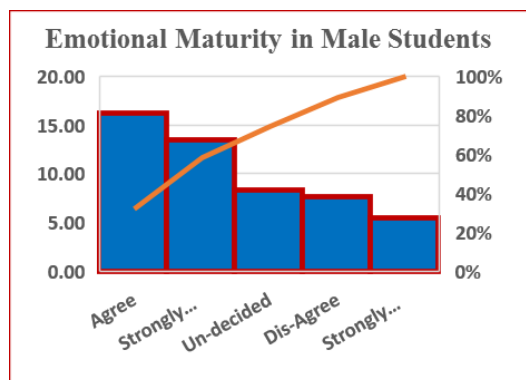


Figure 1. Histogram of EMS (Male students)

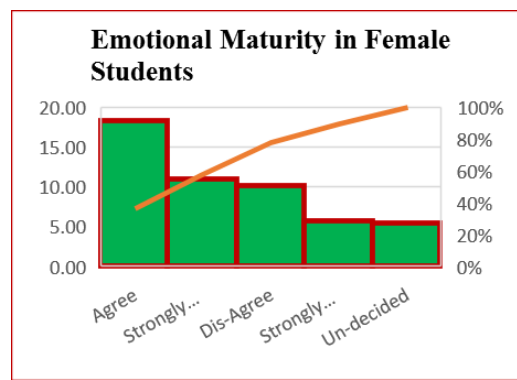


Figure 2. Histogram of EMS (Female students)

Data analysis: the above histograms (Figure 1 and Figure 2) use the emotional maturity scale to display the dimensions of fifty pupils as a percentage. Male and female student percentages fall into three categories: above average, average, and below average. In terms of emotional maturity, male students' EMS is 28%, 43%, 52%, 78%, and 92%, while female students' EMS is 28%, 29%, 50%, 53%, and 93%, respectively.

Table 2. Emotional Maturity in the Whole Sampling and Sub-Samples

Variables	Sample	R	C.R (Critical Ratio)	Level of Significance
Emotional Maturity	Whole	1.08	2.037	NA
	Male	-0.138	0.816	0.001
	Female	0.012	1.221	0.001

The aforementioned table makes it evident that there is a substantial association between the emotional maturity of B.Ed. college students for both male and female samples. Christie & Manoharan (2007) and Larsen & Juhasz (1985) revealed similar findings. On the other hand, the female and nuclear family sample showed a moderate relationship. Therefore, it is acknowledged that “there exists no significant relationship between Emotional Maturity of B.Ed. students in the whole sample and relevant sub-samples.”

Table 3. Significance of Difference in the Mean Scores of Emotional Maturity of Male and Female Students

Sample / Classes	r value (Male)	r value (Female)	Critical Ratio	Level of Significance
Strongly Agree	-0.138	0.01	0.816	Not Significant
Agree	-0.218	-0.21	1.221	Significant, 0.001
Un-Decided	-0.328	0.258	0.921	Not Significant
Disagree	0.018	0.450	2.297	Significant, 0.001
Strongly Disagree	-0.05	0.134	1.376	Significant, 0.001

The aforementioned table makes it evident that for the male and female students, the “t” values of 2.297 and 1.376 ($P < 0.1$) are significant at the 0.01 level. It indicates that the average emotional maturity scores of college students vary significantly depending on the location and type of family. For gender, the “t” value of 0.816 ($P > 0.1$) is not significant at the 0.01 level. Thus, “there exists no significant difference in the relationship between Emotional Maturity of College Students with respect to gender” is the null hypothesis.

The results of Pourbahram and Hajizadeh (2018) and Sakrak (2009), who found a positive correlation between teachers' emotional maturity and students' academic achievement, are consistent with this study's discussion of empathy as a bridge to student participation. In addition to illuminating how emotional intelligence manifests and influences educational experiences globally, comparative research on the role of teacher emotional maturity across cultural and educational landscapes would reveal both universal principles and culturally specific practices (Le Thanh Thao and others, 2024).

4. PRINCIPAL FINDINGS

The emotional growth of the college students was mild. Male and female college students' emotional maturity was found to be strongly correlated. The emotional maturity of college students differed significantly depending on the type of household they came from and where they lived. The emotional development of male and female pupils differed relatively slightly.

4.1 Educational Implications

To help students who display emotional immaturity overcome emotional disturbances and offer guidance, teachers and guidance professionals might take specific actions, encouraging students to use proper scientific study techniques, which will enhance their performance. Parents should support their children in overcoming their immature emotions and achieving academic success. Policymakers and curriculum designers can establish and implement educational programs that support and enhance students' emotional growth. In order to help students develop greater emotional maturity, academicians and practitioners might devise compensating measures that will further enhance the academic environment. Annexure 1 and Annexure 2 are attached for future reference.

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Annexure 1. Emotional Maturity Scale of Male Students

Sr.No.	Statement	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree	Score
1	I am scared to deal with difficult situations	8	12	4	11	15	50
2	I don't like to hide in any shells, when problems arise	8	17	6	6	13	50
3	I have the courage to face the problems	15	16	8	10	1	50
4	I don't believe in the goodness of people	6	16	13	4	11	50
5	I express my love to others	20	8	7	12	3	50
6	I can't cheat others	15	17	13	3	2	50
7	I feel jealous of other people	20	15	5	5	5	50
8	I am intolerant to the views of others	9	8	20	10	3	50
9	I learn something from all life experiences	15	19	12	4		50
10	I don't have the ability to see everything in a positive light	19	15	5	8	3	50
11	I like to face challenges in life	15	11	14	7	3	50
12	I have the ability to stay in different sensations for longer periods of time	12	14	14	5	5	50
13	I am able to express own existence by means of controlled efforts	8	25	7	6	4	50
14	I don't know how to transform one effort into another	12	25	5	3	5	50
15	Even when I get negative experiences, I can accept my personal responsibilities	10	15	7	18		50
16	I will try to curse the problem rather than finding a solution	14	22	2	10	2	50
17	I feel inferior when I fail to achieve my goal	15	19	4	9	3	50
18	I am dissatisfied with myself	10	10	6	19	5	50
19	I always hope for the best	13	15	13	6	3	50
20	I never resort to pessimistic tendencies	10	19	13	8		50
21	I am not able to face my life with confidence	22	8	5	10	5	50
22	I got frightened about the coming situations	8	11	8	8	15	50
23	I understand the needs of others	18	21	3	5	3	50
24	I am not willing to share my personal resources with others	10	12	8	5	15	50
25	I can enhance the quality of life of others	19	22	7		2	50
26	When I get frustrated, I don't blame others	15	18	9	8		50
27	I will try to find a solution to my problem	22	12	7	5	4	50
28	I don't like to redouble my effort to solve the problems	11	22	12	4	1	50
29	I try to put the blame on others for my lapses	9	22	2	13	4	50
30	I start quarreling when I am not able to agree with others	12	12	8	10	8	50
31	I keep a healthy distance when I am dealing with an angry person.	22	18	1	7	2	50
32	I don't worry about the things that I cannot change	15	15	11		9	50
33	Students approach me without hesitation	15	20	10	4	1	50
34	I easily get upset over small things	4	20	15	1	10	50

Annexure 2. Emotional Maturity Scale of Female Students

Sr.No.	Statement	Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree	Score
1	I am scared to deal with difficult situations	4	22	5	16	3	50
2	I don't like to hide in any shells, when problems arise	7	22	5	11	5	50
3	I have the courage to face the problems	21	22	5	2		50
4	I don't believe in the goodness of people	5	18	6	14	7	50
5	I express my love to others	21	24	1	2	2	50
6	I can't cheat others	29	16	0	2	3	50
7	I feel jealous of other people	2	11	6	9	22	50
8	I am intolerant to the views of others	1	19	7	13	10	50
9	I learn something from all life experiences	30	10	5	2	3	50
10	I don't have the ability to see everything in a positive light	7	14	5	10	14	50
11	I like to face challenges in life	21	18	4	7		50
12	I have the ability to stay in different sensations for longer periods of time	9	24	10	6	1	50
13	I am able to express own existence by means of controlled efforts	4	32	8	4	2	50
14	I don't know how to transform one effort into another	1	13	12	17	7	50
15	Even when I get negative experiences, I can accept my personal responsibilities	12	31	2	4	1	50
16	I will try to curse the problem rather than finding a solution	12	30	4	1	3	50
17	I feel inferior when I fail to achieve my goal	4	21	6	17	2	50
18	I am dissatisfied with myself	1	6	4	29	10	50
19	I always hope for the best	27	12	4	5	2	50
20	I never resort to pessimistic tendencies	25	14	6	4	1	50
21	I am not able to face my life with confidence	4	9	4	20	13	50
22	I got frightened about the coming situations	2	19	11	11	7	50
23	I understand the needs of others	11	28	7	4		50
24	I am not willing to share my personal resources with others	10	23	1	11	5	50
25	I can enhance the quality of life of others	14	17	12	6	1	50
26	When I get frustrated, I don't blame others	13	26	4	6	1	50
27	I will try to find a solution to my problem	27	13	3	7		50
28	I don't like to redouble my effort to solve the problems	5	13	11	18	3	50
29	I try to put the blame on others for my lapses	2	3	9	19	17	50
30	I start quarreling when I am not able to agree with others	5	9	6	24	6	50
31	I keep a healthy distance when I am dealing with an angry person.	18	16	1	12	3	50
32	I don't worry about the things that I cannot change	5	24	3	11	7	50
33	Students approach me without hesitation	11	30	1	5	3	50
34	I easily get upset over small things	4	14	8	15	9	50