

A study of emotional maturity and adjustment of school going adolescents

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ABSTRACT

The present study is aimed to investigate emotional maturity of adolescents in relation to adjustment. For this purpose, sample of 200 adolescents (100 boys and 100 girls) of 13-15 years were taken from Sultanpur district. Emotional Maturity scale and Adjustment Inventory were administrated. The observed data were analyzed with the help of Mean, SD, 't' test and correlation. The result revealed that level of emotional maturity and adjustment of students were positively correlated. Significant difference between boy and girl students in term of their emotional maturity and adjustment were also found.

Key Words : Adolescents, Emotional maturity, Home adjustment, Health adjustment, Social adjustment, Emotional adjustment

INTRODUCTION

As adolescents are the human resource of any country, their well being is of great significance but pressure is increasing day by day on adolescents which is giving rise to many psycho-somatic problems such as anxiety, tension, and frustration and emotional disturbances in day to day life. So the study of emotional life is of great significance in India as India with 2.43 million adolescents, stands on first place in list of adolescent's population ranking of countries (www.unicef.org/india/media).

Emotional maturity is not something that is automatically given to someone when they turn to adolescence. It is not something that necessarily grows with chronological age *i.e.* someone does not get automatically more mature when he gets older. Some adults are emotionally very immature. Some never matured emotionally. Emotional maturity is something that one must develop in ones life by knowing how to respond to situations in a mature and responsible manner.

Emotional maturity is an effective determinant to shaping the personality, attitude and accepting responsibility, making decision, teaming with groups, developing healthy relationship and enhancing self worth. Emotional maturity is defined as how well individuals are able to respond to situations, control their emotions and behave in an adult manner when dealing with others. Emotional maturity means, in essence, controlling one's emotions rather than allowing emotions to control one.

According to Walter and Smitson (1974) "emotional maturity is a process in which the person

constantly striving for greater sense of emotional health, both intra psychically and intra personally”.

An emotionally mature child has the capacity to make effective adjustment with himself, and in society. Allen and Sheema (2005) have found that there is a significant difference between the mean scores of male and female students on emotional stability. Female students are less emotionally stable compared to male students. Kaur (2001) revealed insignificant difference on emotional maturity between boys and girls.

Adjustment is a process by which living organisms satisfy their needs and circumstances. It is the process of establishing satisfactory relationship between an individual and his environment. It refers to the interaction between the internal demands and external demands of an individual. A person is said to be adjusted to the extent that he maintains a balance between the personal and the environmental demands.

According to Gates *et al.* (1950), the term adjustment has two meanings. In one sense, it is a continual process by which a person varies in behaviour to produce a more harmonious relationship between himself and his environment. In another sense adjustment is a state, *i.e.* the condition of harmony arrived by a person whom we call “well adjusted”

According to Cronbach (1953), a well - adjusted person is one who commits oneself to socially desirable goals and uses his energies affectively in working towards them. Gupta and Gupta (2011) found that female children were better in social adjustments while in educational adjustments boys and girls have the same order of adjustment.

Objectives of the study :

1. To study the relationship between the level of emotional maturity and adjustment.
2. To examine the impact of gender on emotional maturity and adjustment level of students.

Hypothesis :

1. There is no relation between emotional maturity and adjustment.
2. Boys and girls do not differ significantly on emotional maturity and adjustments.

METHODOLOGY

Sample :

For this study a sample of 200 (100 boys 100 girls) school going students of 13-15 years were randomly selected from different schools of Sultanpur

Tools :

Personal Data Sheet (PDS) :

To collect the basic information regarding age, sex, education, Socioeconomic status, and other details about the respondent has been used, which was designed by the researcher.

Emotional Maturity Scale (EMS) :

To measure the level of emotional maturity of respondents, EMS has been used. It is a self reporting scale developed by Singh and Bhargava (1990). This scale has a total of Forty eight items, measures five areas of emotional maturity *i.e.* emotional instability, emotional regression, social maladjustment, personality disintegration and lack of confidence.

Bell's Adjustment Inventory (BAI) :

To measure adjustment level of respondents, Bell's Adjustment Inventory By Dr. R.K. Ojha was used. This inventory includes four parts-home, health, social and emotional. Each part has thirty five statements, which have been answered in 'Yes' and 'No'.

Procedure :

- The above mentioned scales were administrated on the selected sample with proper instructions.
- The obtained responses were served with the help of standard procedure given in the manual.

RESULTS AND DISCUSSION

The result in Table 1 shows that mean score of emotional maturity was significantly correlated with the mean score of adjustment. The result indicates that students who are emotionally mature are also well adjusted in their life. On the other side students who have more emotional immaturity have poor adjustment in their life. The obtained correlation between the two is 0.94, which means that the two concerned variables are highly correlated to each other. Armin Mahmoudi also found positive relationship between emotional maturity and adjustment level of college students in his study.

Table 1 : Relationship between emotional maturity and adjustment			
Variable	Correlation	df	t-value
Emotional maturity adjustment	0.94	198	<0.01

Table 2 indicates significant difference between the emotional maturity scores of boys and girls. The mean score of girls was 98.59 and boys means score was 88.15, Observed difference between these two mean is significant on 0.01 levels (t=4.20). It means that girls were more emotionally mature than their counterpart. Rajakumar (2012) found significant difference between male and female's emotional maturity score.

Table 2 : Comparison between boys and girls on emotional maturity					
Group	N	Mean	SD	t-value	df
Boys	100	88.15	16.73	4.20	198
Girls	100	98.59	17.39		

0.01 Significance level

A close look at Table 3 indicates that "t" value (9.55) of adjustment score is significant at 0.01 level. Hence, it is concluded that the difference in the level of adjustment between male and female students is significant. The mean score of girls 27.14 and boys mean score was 33.52. It means

Table 3 : Comparison between boys and girls on adjustment					
Group	N	Mean	SD	t-Value	df
Boys	100	33.52	8.11	9.55	198
Girls	100	27.14	4.12		

0.01 Significance Level

that boys have better adjustment than their counterpart so the research hypothesis No. 2 is rejected.

Conclusion :

Based on the analysis of the data, it is clear that there is a high positive relationship between emotional maturity and adjustment. It is also clear that girls have more emotional maturity than boys. But boys were more adjusted than girls.

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