

A Study of Relationship between Emotional Maturity & Adjustment for School Students

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ABSTRACT

Emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action. The aim of this study is to know the relationship between adjustment and emotional maturity at secondary stage. In the present study, a descriptive survey method was used. The sample comprised of 100 students (50 boys and 50 girls) of Class X from 4 Government schools. The study will be helpful for teachers, students, parents and all the stakeholders in the process of education. For the present study Singh and Bhargav's Emotional Maturity Scale & Adjustment inventory by A.K.P. Sinha and R.P. Singh was used to assess the emotional maturity and adjustment of the students studying in X class. The procedure adopted for administration of the test: questionnaire was distributed to the students and they were given some time limit. There was one correct answer for each option which was cross marked in the box given in front of the sentences. The findings of the present study may be helpful to the students, teachers, principals, administrators and educational planners.

Keywords: *Adjustment, Emotional Maturity*

In the present circumstances, you know that children and youth facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study emotional maturity is now emerging as a descriptive science, comparable with anatomy. Emotional dominate our lives. They add color and variety to our lives, which otherwise would be dull. They are the basic stuff out of which all motivation arises. Emotions not only impel us to action but often serve as goals of action also; seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said 'that man is a speck of one's intelligence alone. One's emotional maturity also plays a

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significant part determining whether one's ventures are successful or not. Adjustment is a process through which requirements and situations.

A person does not always get success according to his desires and efforts. The reason for this lies in an unfavorable situation or the limited capacities of the individual. When he fails in this effort some abnormality may appear in his behavior. There are so many factors which can influence the process of adjustment level of aspiration, socio economic status, family environment, school environment, anxiety frustration and above all his emotional maturity, Kaplan and Baron (1986) elaborated the characteristics of an emotionally mature person say that he has the capacity to withstand delay in satisfaction of needs, He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Therefore, the emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego. The main objective of the present study is to see the correlation between the emotional maturity and the level of adjustment of students studying in X class.

REVIEW OF THE LITERATURE

Gakhar S. C. (2003). "Emotional maturity of students at secondary stage: self concept and academic achievement", Punjab University, Chandigarh. This paper probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are day scholars. This study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers. Meenakshi & Saurashtra (2003) and Kaur (2001) conducted a study on a sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional

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maturity of arts and science students. Miglani, D. (2001). "Emotional Intelligence as related to Academic Achievement of adolescents." Dissertation, D.A.V., College of Education, Abohar. Miglani also found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement. Kaur (2000) in her study on adolescents found significant relationship between emotional maturity and environmental factors. Rathaiah and Bhaskara Rao (1997) found a positive relationship between adjustment and achievement. Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal and emotional intelligence, arguing that this intelligence is essential for personal accomplishment. The emotions, feelings, and values are vital for person's well being and achievement in life, according to Ediger (1997). He also states that science teachers should stress on the affective domain that cannot be separated from cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrated for a long time and have more difficulty in reaching their potential than others. Singh and Broota (1992) found that girls were more test anxious, worrisome, emotional than boys. Vashishtha (1991) found a positive relationship between adjustment and achievement. Srivastava (1988) found no significant correlation between self-concept and aggression. However, there was positive correlation between aggression and academic achievement. Arya (1984) revealed that boys and girls of superior intelligence did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity. Differences were also observed by residence of the children. However, Jethwani (1986) found that pupils with high intelligence and those with low intelligence had no significant difference between their mean frustration scores. Teaching emotional and social skills is very important at school, it can effect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. (Elias et al. 1991). Then the term Emotional Intelligence appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993, and 1995). Their first article presented the first model 195 of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with Daniel Goleman in 1995. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake. In 1983, Howard Gardner introduced his theory of Multiple Intelligence which opened doors to other theories like Emotional Intelligence. Sumbali (1981) in her study found that boys were more aggressive than girls. Aggressive students were less intelligent than normal. Patel (1983) revealed that there was no sec difference as far as frustration

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scores were concerned. Reddy (1978) found that academic adjustment was significantly related to the scholastic performance of secondary school pupils. Soman (1977) also observed that personal adjustment variable had a considerable influence on achievement. Cattell and Dreger (1974) found positive correlation between the self confidence, self esteem and social adjustment.

RATIONALE OF THE STUDY

Secondary stage is very crucial stage in the student life; it is starting of Adolescence Group. From the review of different studies it becomes clear that many factors affect at this stage. Individual's adjustment problem is an important role to play in his /her overall development. Emotional Maturity affects the adjustment in secondary school students. Hence the present problem is a significant in the field of education as well as other fields of life this study will be helpful in providing a direction to younger generation to develop good adjustment and healthy behavior. Also teachers and parents will get a very useful guidance from this study because their concern is also the best output and balanced development of the younger generation. The policy makers may also get useful hints for redirecting the education system for a better society.

RESEARCH METHOD

Statement of the Problem's Relationship between Adjustment and Emotional Maturity of X Class students

Adjustment is the relationship between students and their environment especially social environment of school like adjustment with peer group, teachers.

Emotional maturity

“Emotional Maturity” means level of understanding or event of some kind, through the eyes of a certain age or person or we can say that ability to tolerate other's disagreement or behavior without control in lashing out.

Objectives of the Study

1. Study the level of adjustment of class Xth students.
2. Study the level of emotional maturity of class Xth students.
3. Compare the adjustment of boys and girls studying in class X.
4. Compare the emotional maturity of boys and girls studying in class X.
5. To study the relationship between the emotional maturity and adjustment.

Hypotheses

1. There is no significant difference between the adjustment of boys and girls studying in class X.
2. There is no significant difference between the emotional maturity of boys and girls studying in class X.
3. There is no significant relationship between adjustment and emotional maturity of students studying in class X.

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Sample

The sample of the present study consists of 100 students of Xth standard from Govt. Schools of Loharu, Rewari, Narnul, Mahendargrah.

Tool Used

- Adjustment inventory by A.K.P. Sinha and R.P. Singh.
- Emotional Maturity: Singh and Bhargav's Emotional Maturity Scale.

Data Collection

After selecting the sample, it was planned to administer tests to all of them individually. The investigator personally visited the schools to collect duly filled tools. To ensure the best possible conditions for administering the questionnaire, the teachers and principal of school from where the sample was drawn were approached and their co-operation was sought for the smooth

- Conduct of the test to students were prepared for the test. They were put to ease. To build the rapport the researcher introduced her.
- When the researcher felt that participants were ready, then instructions were given to the students. The students were requested to
- Read all the instructions carefully and answer frankly and honestly. They were explained to fill their answers in the box appropriately and were assured about the personal information as well as their test responses provided by them was too kept confidential and would only be used for research purpose. After the data collection was over, all the questionnaires were scored as per the scoring pattern prescribed in the manuals. The raw score was obtained.

Statistical Analysis

The data collected from secondary schools students were analyzed using mean, standard deviation, coefficient of correlation (r) and t-value (critical ratio). In order to know the nature of the data, measures of central in order to find out the relationship between tendency and dispersion like Mean, S.D. variables, t-value was calculated.

INTERPRETATION

Correlation between variables under study, The obtained results that were statistically coefficient of correlation was computed and analyzed are shown in the following tables:

Table 1 Scores of Adjustment of Whole Sample, Boys and Girls.

Sr. No.	N	Mean	S.D.
1	100 (Whole sample)	11.23	2.87
2	50 (Boys)	11.68	2.29
3	50 (Girls)	10.13	2.09

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The distribution of score on Adjustment of the whole sample is given in Table-1 and graphically represented in figure-1. The study of the table reveals the following properties of the sample under investigation. On perusal of the table it is marked that the total sample score range from 6 to 15. The distribution of Central Tendencies & S.D. of Adjustment of the whole sample along with its sub sample is given in Table-2. The mean and S.D of the total sample have been found to be 11.23 and 2.87 respectively. The mean and S.D of the boys category have been found to 11.68 and 2.29 respectively. The mean and S.D of the girls category have been found to be 10.13 and 2.092 respectively. It is observed from the table I , concentration of scores at the middle and number of frequencies lowering to the upper end very quickly in comparison to lower end of the distribution. In other words the lower end of the distribution is approaching to the base gradually. This nature of frequency distribution indicates that the distributions of scores are negatively skewed. Further, numerical values of the distribution reveal that the median value is greater than the mean value. Thus distribution is mildly skewed towards the lower end of the normal probability curve. It is clear from Table 2 that boys were having higher mean scores than the girls whereas SD in both boys and girls is approximately same.

Table 2 Scores of Emotional Maturity of Whole Sample, Boys and Girls.

Sr. No.	N	Mean	S.D.
1	100 (Whole sample)	71.19	10.47
2	50 (Boys)	71.89	11.04
3	50 (Girls)	70.01	9.14

The distribution of mean & S.D. on Emotional Maturity of the whole sample along with its sub sample is given in Table-

II. The mean and S.D of the total sample have been found to be 71.19 and 10.47 respectively. The mean and S.D of the boys category have been found to 72.26 and 11.15 respectively. The mean and S.D of the girls category have been found to be 70.01 and 9.14 respectively. It is observed that distribution of scores is not showing symmetry. It is clear from Table II that boys were having higher mean and SD than the girls.

Hypothesis 1: There is no significant difference between the adjustment of boys and girls studying in class X.

Table-3 Mean Scores, S.D. and 't' Value for Adjustment of Boys and Girls

S.No.	Group	N	Mean	S.D.	't'	Remarks
1	Boys	50	13.37	3.14	1.899	Not Significant
2	Girls	50	11.29	2.78		

* Significant at .05 Level.

** Significant at .01 Level. It is clear from Table-3 that boys were having higher mean scores (M=13.37) for adjustment than the girls (M=11.29). The computed value 't' is 1.444, which is not significant Hence, our Hypothesis-2 (H02) of the present study that "There is no significant

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difference in emotional maturity of boys and girls studying in class X” may be accepted. It means both the groups are equal in their emotional competence. The girls were emotionally equal mature to their counterparts i.e. the boys study in class X. Interpreting this result, it may be said that both groups were having more or less equal emotional maturity Perhaps, it may be due to the more or less same socio-economic status of their parents and of their psychosocial environment. However they obtained difference in mean scores of the both the groups are by chance. Hypothesis 2: There is no significant difference between the emotional maturity of boys and girls studying in class X. Emotional Maturity scale was administered on 100 students consisted of 50 boys and 50 girls. The independent sample ‘t’ test was performed to test the significance differences between emotional maturity scores of boys and girls as hypothesized under hypothesis-2(H02). The result of which is shown in Table-4.

Table-4 Mean Scores, S.D. and ‘t’ Value for emotional maturity of Boys and Girls

S.No.	Group	N	Mean	S.D.	‘t’	Remarks
1	Boys	50	72.26	11.15	1.535	Not Significant
2	Girls	50	69.2	8.62		

* Significant at .05 Level. ** Significant at .01 Level. It is clear from Table-4 that boys were having higher mean scores (M=72.26) for emotional maturity than the girls (M=69.2). The computed value ‘t’ is 1.535, which is not significant Hence, our Hypothesis-2 (H02) of the present study that “There is no significant difference in emotional maturity of boys and girls studying in class X” may be accepted. It means both the groups are equal in their emotional competence. The girls were emotionally equal mature to their counterparts i.e. the boys study in class X. Interpreting this result, it may be said that both groups were having more or less equal emotional maturity Perhaps; it may be due to the more or less same socio-economic status of their parents and of their psychosocial environment. However they obtained difference in mean scores of the both the groups are by chance. Hypothesis 3: There is no significant relationship between adjustment and emotional maturity

Table 5 Relationship between Emotional Maturity and Academic Performance of students

Variables	N	Mean	r
Adjustment	100	12.34	1.193 (Not Significant)
Emotional Maturity	100	79.15	

The correlation between adjustment and 0.05 level of significance. Hence our emotional maturity according to table-3 hypothesis-3(H03) which states that “there is comes out to be 1.193, which is neither no significant relationship between significant at 0.01 level nor significant at Adjustment and Emotional Maturity” may be accepted.

FINDINGS AND DISCUSSION

The findings of the present study may be helpful to the students' teachers, principals, administrators, educational planners.

Boys and Girls are Equal in adjustment and Emotional Maturity: Findings of the present investigation are that the boys and girls studying in secondary classes were not significantly differing in their adjustment and emotional maturity. Teachers and principals should keep this point in mind while finalizing the activities of the school for the year. From the close screening of the studies conducted by Gakhar S. C. (2003), Meenakshi & Saurashtra (2003) and Kaur (2001) found no significant difference in the emotional maturity of boys and girls. Sharma (1982) found that Boys and girls did not differ significantly on adjustment scores. Whereas the study conducted Singh and Broota (1992) found that girls were more test anxious, worrisome, emotional than boys and Sumbali (1981) in her study found that boys were more aggressive than girls. Pandit (1985) found that the social and emotional adjustment of adolescent boys was more Satisfactory than that of girls. Kala (1986) found that the two groups of children did not differ in the locus of control and adjustment. More or less Boys and girls are equal in adjustment and emotional maturity but other factors like socio-economic status, family background, mother working status environmental factors, economic and religious values and age group affects their adjustment and emotional maturity.

No Significant Correlation between Adjustment and Emotional Maturity:

Findings reveals that there was no significant correlation among adjustment and emotional maturity of students studying in secondary classes. The studies conducted by Gakhar S. C. (2003) found a significant negative correlation is found between self-concept and emotional maturity. Cattell and Dreger (1974) found positive correlation between the self confidence, self esteem and social adjustment. Kumari (1975) found that Economic and religious values were highly related to the level of adjustment. whereas Kaur (2000) in her study on adolescents found significant relationship between emotional maturity and environmental factors. The present study revealed that there is no direct relationship between Adjustment and Emotional Maturity but other factors like self concept, self confidence, and self esteem shows that there is relation between these two, it means directly or indirectly they are related to each other.

Adjustment, Emotional Maturity and Academic achievement: Findings reveal that there is no direct significant correlation among adjustment and emotional maturity of students studying in secondary classes. But independently both factors affect the academic performance. The studies conducted by Gakhar S. C. (2003) found that negative correlation between academic achievement and emotional maturity. Miglani, D.(2001) found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn't mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement. Rathaiah and Bhaskara Rao (1997) found a positive relationship between adjustment and achievement. Vashishtha (1991) found a positive

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relationship between adjustment and achievement. Arya (1984) revealed that Superior intelligence showed high relationship with emotional maturity. Jethwani (1986) found that teaching emotional and social skills is very important at school, it effect academic achievement positively. Soman (1977) also observed that personal adjustment variable had a considerable influence on achievement. Bookman (1996) found that academic adjustment was significantly related to the scholastic performance. Reddy (1978) found that academic adjustment was significantly related to the scholastic performance of secondary school pupils. Teacher-Training Programs: The Implication of this study goes to Teacher-Training Programs. The aim of such programs should be familiarizing teachers about how other factors like adjustment and emotional maturity affects the academic performance of the students of Secondary Schools. Implication of the present study is that enhancement in adjustment & emotional maturity of the students can bring improvement in academic performance. It is pertinent to say that if teachers, principals, policy makers, parents and well-wishers of the society want to enhance academic performance of the students, then they should think to improve their adjustment & emotional maturity through various ways in and outside the school campus.

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