

# EMOTIONAL MATURITY AND ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS

**\*Dr. Manju Jain & \*\*Dr. Pooja Pasrija**

## Abstract

The present investigation aimed at finding the level of emotional maturity and adjustment of sen. sec. school students in relation to type of schools (Govt. and private) and gender. Normative survey method was adopted in the present study to find out the emotional maturity and adjustment of government and private sr. sec. school students. A sample of 140 sen. sec. school students has been selected through random sampling technique. Emotional Maturity Scale” by Yasvir Singh and Mahesh Bhargava (1984) and Bell Adjustment Inventory by S.M. Mohsin and Shamshad Hussain was used to measure the emotional maturity and adjustment of students respectively. No significant difference was found in Emotional Maturity and Adjustment level of Sen. Sec. School students in relation to type of schools (Govt. And Private school) and gender (boys and girls). So, to be concluded, students of private and government schools are similar in their adjustment level and emotional maturity while boys and girls are also having comparable emotional maturity and adjustment level.

\*Assistant Professor, Vaish College of Education, Rohtak

\*\* Assistant Professor, Vaish College of Education, Rohtak

## **Introduction**

Generally, education conceived as a process or methods of learning and training that the whole of human personality in different dimension. It modifies man's experience, transforms his instinctive urges and impulses and determines his attitude and beliefs. Education enables man to draw out his hidden talents. It trains him to increase his productivity and thus it helps him to render more effective service to society. The basic purpose lying at the very root of every plan and programme of education is to bring about in the human being the changes, which are conducive to proper growth of the learner into full-fledged responsible citizens. Different philosophers, educationists, thinkers, statesman, politician, merchants, artisans and priests have given different definitions of education from time to time. The reason is that though education seems to be an abstract entity, its concept is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the conditions then prevailing. Being dynamic in nature, the concept of education is always in the process of evolution that may never come to an end. It must continuously grow and change as ever.

One essential and binding feature of human relationship is to be a man of culture. A man of culture is an individual asset to society. Education develops social efficiency in people, which implies social awareness, economic productivity, and cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellow beings mean that a man should be a good thinker, a good worker and a good companion. It is well said' "Sow a thought reap an action; sow a habit, reap a destiny". Such a man will create a heaven and a new earth. Education tells how "to play the game of life wisely and well' on three grounds – the playground of the senses, the playground of the skills and the playground of the soul".

Adjustment is a process through which a person tries to strike a balance between his requirement and situations. A person does not always get success according to his desire or efforts. The reason for this lies either in unfavourable situations or in the limited capacities of the individual when he fails in this in his behaviour some abnormality may appear in this behaviour. There are so many factors which can influence the process of adjustment level of aspiration, socio-

economic status, family environment, anxiety, frustration and above all his environment maturity.

The concept of “Mature” emotional behaviour at any level reflects the fruit of normal emotional development. He has belief in long term reflects the fruit of normal emotional development. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally nature child has the capacity to make effective adjustment with himself, members of the family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability of enjoys them fully. Therefore, the emotionally mature is not one who necessarily and hostility but it is continuously in process of seeing himself in clear perspective, continually involved in a struggle to gain health 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.

### **Emotional Maturity**

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Kaplan and Baron (1986) elaborated the characteristic of an emotionally nature person that he has the capacity to with stand delay in satisfaction of needs. Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent’s development. 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.

The most outstanding mark of emotional maturity, according to Cole (1980) is ability to bear tension. Other mark is indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. Therefore, the emotionally mature 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 action.

Man has the distinctive capacity to aware of himself and to understand himself. Besides, he has unique position to living in a formal society. Both these facts raise question of attaining degree of inner harmony and competence in interpersonal relations. Every college students from his beginning days makes a long series of 'Adjustment' between the whole unique personality he is and the programme of college, atmosphere at home, with peer group etc. Each girl and boy is seeking to become an individual person having a healthy physique a growing intellectual ability a greater degree of emotional poise an increased participation in social group. On the other hand personality alone is an important factor of an individual. It plays a important role in development and adjustment of an individual. It play role to know the nature, attitude, adjustment and thinking of boys and girls of different personality types. Students should be well adjusted. They are the future of the nation. Primary purpose of the education is to train students for tackling life's personal, social and emotional problems. This topic is of great importance for the teacher to make his students adjusted in such a manner so that the questions of conflict and frustration should not arise.

### **Adjustment as a Process**

Adjustment as a process is of major importance. Psychologist, teachers and parents describe the ways and means of an individual's adaptation to himself and his environment with reference to the quality of such adjustments of outcome in term of success and failure. It only shows how an individual or a group of people can cope up under changing circumstances known as adjustment process. The adjustment means reactions of the demand and pressure of social environment imposed upon the individual or it is not only process of filling himself into available circumstances but also the process of changing the circumstances to fit one's need. The criteria of psychological comfort, work efficiency, and social acceptance have been involved by psychologists to judge the adequacy of adjustment. One of the important facts of adjustment is that individual have no psychological diseases as obsession, compulsion, anxiety and depression etc. The person, who makes full use of his occupational or social capacities, may be termed as well adjustment in his social set-up. But we see that societies differ in deciding the universally

acceptable criteria of good behaviour, for example, in our country smoking and drinking are supposed to be anti-social but there are societies where these activities are quite normal for social adjustment.

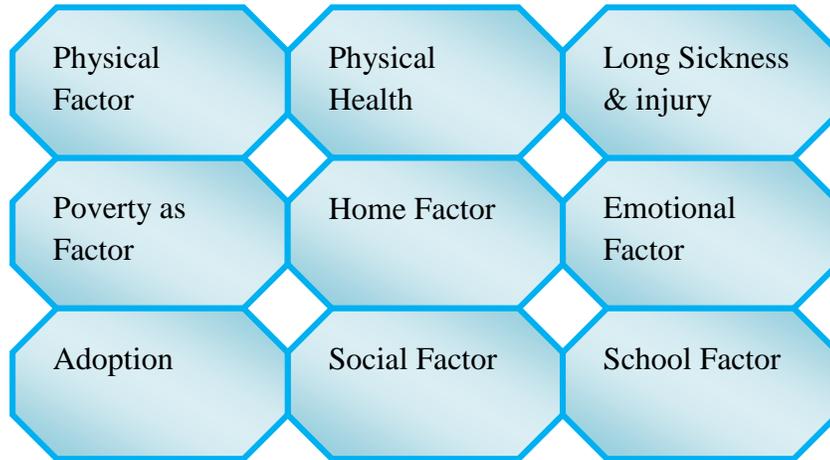
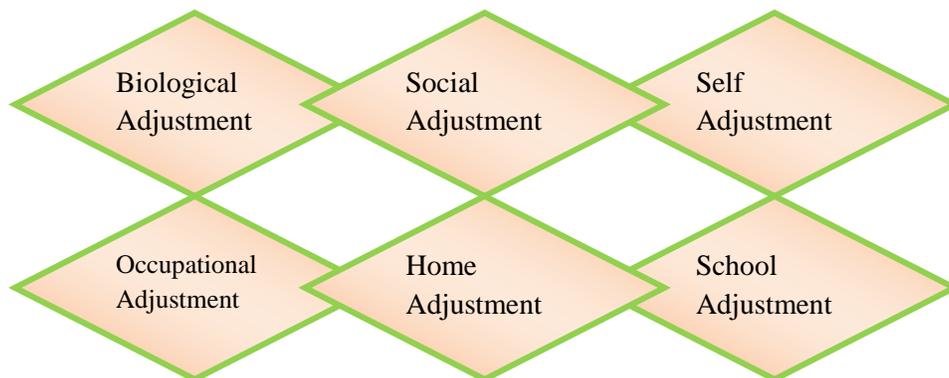


Fig.1: Factors Affecting Adjustment

If we examine the various activities of an individual life, we will find that most of them involve adjustment of the individual to his vocational, social and economic problems. The process of adjustment starts right from the birth of the child and continues till his death. Life is a continuous process of adjustment most of them apparently significant and many of them carried out more or less automatically with no particular thought and often without awareness. It is well known that no two individuals are alike; they differ from each other in various aspects from time of birth to time of death, the adjustment of every person is differ from one other. If all people were exactly alike there would be no need of talking about adjustment.



### Fig.2: Types of Adjustment

Although adjustment is the characteristics, integration of every aspect of the individual, some aspects are weightier than other. The aspect of adjustment that predominates is always the social aspect. The home provides the child with experiences which to a considerable extent determines the course of adjustment of an individual. Adjustment plays a very important role in development of the person in particular fields.

#### **Adjustment at Adolescent Level**

Adolescent is a period of “stress and strain”. In simple words, it is a transition period between childhood and adulthood. It is characterised by new psychological, emotional, social, sexual as well as educational and intellectual changes. Adolescence is more generally defined to process of development and adjustment. The need and requirements of the adolescent change with their changing adolescent levels and it makes a difference in their adjustment also. Homosexuality and heterosexuality makes lots of difference in the likes and dislikes of the adolescents. In the same way, a change occurs in their physical features also which the adolescent feel a unique things. At this stage, they find themselves unable to adjust properly with their changing adolescent levels. Hence, the knowledge of adjustment of adolescent of different levels may be of a great help to the teachers, the parents and the adolescent as well

#### **Statement of the Problem**

“Emotional Maturity and Adjustment of Senior Secondary School Students.”

#### **Objectives of the Study**

1. To study the emotional maturity level among government and private senior secondary school students.
2. To study gender difference with regard to emotional maturity of senior secondary school students.
3. To study the Adjustment level among government and private senior secondary school students.
4. To study gender difference with regard to adjustment of senior secondary school students.

#### **Method of the Study**

Normative survey method was adopted in the present study to find out the emotional maturity and adjustment of sen. sec. school students.

## Sample

For studying any problem, it is difficult to study the whole population or universe we can pick up a sample out of the universe proposed to be covered by the study. A sample of 140 Sen. Sec. school students has been selected through random sampling technique. The breakup details of sample are given below:

**Table-1: Breakup Details of Sample**

Senior Secondary School Students ( N=140)

Govt. School Students	Private School Students	Boys	Girls
70	70	70	70

## Tools Used

- Emotional Maturity Scale” Developed by Yasvir Singh and Mahesh Bhargava (1984) was used to measure the emotional maturity of students.
- Bell Adjustment Inventory Developed by S.M. Mohsin and Shamshad Hussain to assess adjustment of students.

## Analysis and Interpretation of Data

The present study was designed to study adjustment and emotional maturity of Sen. Sec. school students in relation to type of schools (Govt. and Private) and gender (boys and girls). The collected data has been analysed by applying t-test and presented below.

Table –2: Mean and S. D.and t-value of Emotional Maturity of Govt. and Private Schools

Group	N	Mean	S.D.	t <sup>2</sup> -value	Interpretation
Govt. School	70	25	12	1.01	Not Significant
Private School	70	28.85	13.3		

't'-value (1.1) vide table-2 reveals that there is no significant difference in emotional maturity of students of government and private schools. This leads to conclusion that students from govt. schools and private schools are having similar level of emotional maturity. On the contrary, Saini, R. (2012) found significant differences in the emotional maturity of adolescents .

Fig.3: Mean and S.D. of Emotional Maturity of students of Govt. Schools and Private Schools

Table – 3: Mean ,S.D. and t-value for comparison of Emotional Maturity of boys and girls

Group	N	M	S.D.	't'	Interpretation
Boys	70	25.83	6.4	1.1	Not Significant
Girls	70	23.46	6.6		

't'-value (1.1) exhibits that there exists no significant difference in the emotional maturity of boys and girls taken under study which leads to the conclusion that boys and girls are having same level of power to control their emotions in various situations. In support to this, Kaur (2001) found no significant difference in the emotional maturity of boys and girls of Urban and rural areas but significant difference in emotional maturity of arts and science students. Kumawat

(2012) found no significant difference in Emotional Maturity between Master of Technology students, Master of Business Administration students and Master of Computer Application students. But present study neglect the previous findings like (Charu Vyas, 2008) found that insignificant difference in Emotional maturity of Girls and Boys coming from coeducation and unisex education school. (Nanda, P.K. and Asha Chawla, 2009) found that emotional maturity is affected by age, as adolescents grow in age there comes more stability in their emotions. (Joshi, Renuka and Sapna Tomar, 2010) found that a significant difference between Optimists and Pessimists on Emotional Maturity and its dimensions. (K. Subbarayan, G. Visvanathan, 2011) found that the sex, community and the family type did not play any role in the emotional maturity of the college students.

Fig.4: Mean and S.D. of adjustment of students of Govt. Schools and Private Schools

Table – 4: Mean and S.D. of Adjustment level of government and private Sen. Sec. School students

Group	N	M	S.D.	't'	Interpretation
Govt. School Students	70	25	8.12	0.64	Not Significant
Private School Stuentns	70	25.83	6.4		

't'-value (.64) vide table-4 reveals that there is no significant difference in the adjustment of students of government and private schools. This leads to conclusion that students from govt. schools and private schools are having similar level of adjustment.

Fig.5: Mean and S.D. of Adjustment level of government and private School students

Table – 5: Mean, S.D. and t-value for adjustment level of boys and girls of Sen. Sec. School

Group	N	M	S.D.	't'-value	Interpretation
Boys	70	28.85	13.3	1.36	Not Significant
Girls	70	23.46	6.6		

't'-value (1.36) vide table-5 exhibits that there exists no significant difference in adjustment of boys and girls of senior secondary school which leads to conclusion that boys and girls of sen. Sec. Schools taken under study have similar level of adjustment.

Fig.6: Mean and S.D. of Adjustment Level of Boys and Girls of Sen. Sec. School

Supporting this, Kumar Yogesh (1989) suggested that there existed no difference in adjustment between tribal's and non tribals. On the contrary, Rather (1990) found that boys showed more adjustment difficulties in comparison to girls while girls were found socially better adjusted than boys.

### Findings

No significant difference was found in Emotional Maturity and Adjustment level of Sen. Sec. School students in relation to type of schools (Govt. And Private school) and gender (boys and girls). So, to be concluded, students of private and government schools are similar in their adjustment level and emotional maturity while boys and girls are having emotional maturity and adjustment level.

### Educational Implications

The result of the present study can be usefully employed in school practice. The present studies have the following implications for the school teachers, parents, counsellors and students.

In this modern age the teachers try to know the adjustment level of students; a teacher with the knowledge of their adjustment can improve and develop students in positive direction, because adjustment is modified.

The knowledge of adjustment and emotional maturity level may help the students to improve their adjustment, so that they can lead the society in better way. Parent's awareness about the adjustment level of their child can be very helpful for their further development.

The knowledge of adjustment and emotional maturity may help the students in making right vocational choice. Through adjustment study the counsellor may know about the various levels of adjustment and emotional maturity in students which will help him in solving their problems.

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