



# EMOTIONAL MATURITY AMONG M.ED. STUDENTS IN RELATION TO THEIR SOCIAL ADJUSTMENT

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## Abstract

Emotions by nature enable the organism to cope up with circumstances which demand the strong efforts for survival. Emotions have strong link with urges, needs and interests. Emotional maturity is the effective determinant of personality pattern as well it also helps to control the growth of individual's development. Emotional pressure is one of the emerging issues in the country like India. It is increasing day by day and affected by various factors. An emotionally mature person has the capacity to withstand delay in satisfaction of needs. He/she has belief in long term planning and is capable of delaying or revising his/her expectations in terms of demands of situations. This study aims to study about the relationship of emotional maturity and social adjustment of M.Ed. Students. The Findings of the study revealed that there is significant difference between male and female M.Ed. Students in their emotional maturity and social adjustment. There is no significant difference between Arts and Science M.Ed. Students in their emotional maturity and social adjustment. There is significant difference between First year and Second year M.Ed. Students in their emotional maturity and social adjustment. The Findings of the study also revealed that there is no significant difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity and social adjustment. There is significant difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity and social adjustment. There is significant relationship between M.Ed. Students in their emotional maturity and social adjustment.

**Keywords:** Emotional Maturity, Social Adjustment, M.Ed. Students.

## **Introduction**

In modern education system, there is no provision for emotional, moral, spiritual and social development of a student. Even the modern society and education today does not provide the curriculum and methods for the multidimensional growth of the overall personality. This kind of society makes a man over ambitious, jealous, selfish and materialistic, emotionally imbalanced and maladjusted. Social adjustment is the direction, we, the teacher try to instill adjustment skill in our students. Teacher should emphasize on the adjustment of the student in the school. They should help the student cope with the existing situations of the school. They should contribute to improving the social environment of the Educational Institute. Our relationships to the environment are dependent upon one's total emotional development. The best way to understand our relationships to the surroundings is to understand our self and others emotions.

## **Emotional Maturity**

In psychology, Maturity means the ability to the response to the environment in an appropriate manner. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act, according to the circumstances and the culture of the society one lives in. The words emotional means relating to emotion, dominated by or prone to emotion, appealing to or arousing emotion and markedly aroused or agitated in feelings or sensibilities. Emotions are the complex state of mind. These are not only the feelings or state of mind but also refer to how people act and react. Emotions are said to be the springs of actions. Like smell in the flower, emotion is present in every activity of human beings. As 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 and It is also that our behavior is constantly influenced by the emotional maturity level emotional in their dealings need to be studied. Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid.

## **Social Adjustment**

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. Adjustment can be defined as a satisfactory relationship of an organism to its environment. The environment consists of all surrounding Influences or forces which may influence the organism in its efforts towards maintenance. Thus, it is a process through which an organism moulds itself in response to conditions it faces.

## Objectives of the Study

1. To Study the difference between Male and Female M.Ed. Students in their emotional maturity and social adjustment.
2. To Study the difference between arts group and science group M.Ed. Students in their emotional maturity and social adjustment.
3. To Study the difference between First year and Second year M.Ed. Students in their emotional maturity and social adjustment.
4. To Study the difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity and social adjustment.
5. To Study the difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity and social adjustment.
6. To Study the relationship between M.Ed. Students in their emotional maturity and social adjustment.

## Hypotheses of the Study

- 1(a). There is no significant difference between Male and Female M.Ed. Students in their emotional maturity.
- 1(b). There is no significant difference between Male and Female M.Ed. Students in their social adjustment.
- 2(a). There is no significant difference between arts group and science group M.Ed. Students in their emotional maturity.
- 2(b). There is no significant difference between arts group and science group M.Ed. Students in their social adjustment.
- 3(a). There is no significant difference between First year and Second year M.Ed. Students in their emotional maturity.
- 3(b). There is no significant difference between First year and Second year M.Ed. Students in their social adjustment.
- 4(a). There is no significant difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity.
- 4(b). There is no significant difference between Punjabi medium and English medium M.Ed. Students in their social adjustment.
- 5(a). There is no significant difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity.
- 5(b). There is no significant difference between M.Ed. Students of rural and urban colleges of education in their social adjustment.
6. There is no significant relationship between M.Ed. Students in their emotional maturity and social adjustment.

## Variables in the Study:

In the present research study, the variables are as under-

### Dependent variable:

- (1) Emotional Maturity
- (2) Social Adjustment

### Independent variables:

- (1) Gender
- (2) Location
- (3) Year of Study
- (4) Medium of Instruction

## Method

Descriptive Survey method has been used for the data collection pertaining to the present investigation.

## Delimitations of the Study

1. The sample is limited to 250 M.Ed. students studying in Education Colleges.
2. The sample is limited to Six M.Ed. Colleges, affiliated with Punjabi University Patiala of Punjab State.

## Tool used in the Study

In the present study following tools have been used by the researcher for data collection:

1. Emotional Maturity Scale by Dr. Yashvir Singh and Dr. Mahesh Bhargave.
2. Adjustment Inventory by Dr. Sinha.

## Sample of the Study

The M.Ed. Students of the education colleges affiliated with Punjabi University Patiala in the Punjab State were the population of the present study. From the population 250 M.Ed. Students were selected randomly from Six M.Ed. colleges. The sampling was stratified on the basis of the background variables namely subject, year of study, medium of instruction of M.Ed. students and the locality of the Educational institution.

## Statistical Techniques Used in the Study

- Mean,
- Standard deviation
- t - test
- Correlation

## Analysis of the Data

### Null Hypothesis - 1

There is no significant difference between male and female M.Ed. Students in their emotional maturity and social adjustment.

**Table – 1(a)**

**Mean score difference between male and female M.Ed. Students in their emotional maturity**

Gender	Mean	SD	t-value	Level of significance
Male	113.54	13.07	2.987*	Significant
Female	108.13	8.82		

\*Significant at 0.05 level.

Table 1(a) shows that the mean values for male and female students are 113.54 and 108.13 and SD is 13.07 and 8.82 respectively. t-value came out to be 2.987, which is significant at 0.05 level of significance. Therefore, the null

hypothesis, “There is no significant difference between male and female M.Ed. Students in their emotional maturity” is rejected.

**Table – 1 (b)**

**Mean score difference between male and female M.Ed. Students in their social adjustment**

Gender	Mean	SD	t-value	Level of significance
Male	109.54	9.07	3.435*	Significant
Female	101.51	7.82		

\*Significant at 0.05 level.

Table 1(b) shows that the mean values for male and female students are 109.54 and 101.51 and SD is 9.07 and 7.82 respectively. t-value came out to be 3.435, which is significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between male and female M.Ed. Students in their social adjustment” is rejected.

**Null Hypothesis - 2**

There is no significant difference between arts and science M.Ed. Students in their emotional maturity and social adjustment.

**Table -2(a)**

**Mean score difference between arts and science M.Ed. Students in their emotional maturity**

Stream	Mean	SD	t-value	Level of significance
Arts	96.76	8.07	1.236	Not Significant
Science	101.51	7.82		

Table 2(a) shows that the mean values for Arts and Science students are 96.76 and 101.51 and SD is 8.07 and 7.82 respectively. t-value came out to be 1.236, which is not significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between arts and science M.Ed. Students in their emotional maturity” is accepted.

**Table -2(b)**

**Mean score difference between arts and science M.Ed. Students in their social adjustment**

Stream	Mean	SD	t-value	Level of significance
Arts	101.76	8.67	0.998	Not Significant
Science	100.41	8.12		

Table 2(b) shows that the mean values for Arts and Science students are 101.76 and 100.41 and SD is 8.67 and 8.12 respectively. t-value came out to be 0.998, which is not significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between arts and science M.Ed. Students in their Social Adjustment” is accepted.

### Null Hypothesis - 3

There is no significant difference between First year and Second year M.Ed. Students in their emotional maturity and social adjustment.

**Table -3(a)**

**Mean score difference between First year and Second year M.Ed. Students in their emotional maturity**

Year of Study	Mean	SD	t-value	Level of significance
First	108.76	12.07	2.78*	Significant
Second	112.51	11.12		

\*Significant at 0.05 level.

Table 3(a) shows that the mean values for First and Second Year students are 108.76 and 112.51 and SD is 12.07 and 11.12 respectively. t-value came out to be 2.78, which is significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between First year and Second year M.Ed. Students in their emotional maturity” is rejected.

**Table -3(b)**

**Mean score difference between First year and Second year M.Ed. Students in their social adjustment**

Year of Study	Mean	SD	t-value	Level of significance
First	104.45	11.27	3.119*	Significant
Second	111.53	10.21		

\*Significant at 0.05 level.

Table 3(b) shows that the mean values for First and Second Year students are 104.45 and 111.53 and SD is 11.27 and 10.21 respectively. t-value came out to be 3.119, which is significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between arts and science M.Ed. Students in their social adjustment” is rejected.

**Null Hypothesis - 4**

There is no significant difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity and social adjustment.

**Table – 4(a)**

**Mean score difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity**

Medium of Instruction	Mean	SD	t-value	Level of significance
Punjabi	108.32	10.25	1.53	Not Significant
English	112.33	10.11		

Table 4(a) shows that the mean values for Punjabi and English medium students are 108.32 and 112.33 and SD is 10.25 and 10.11 respectively. t-value came out to be 1.53, which is not significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity” is accepted.

**Table – 4(b)**

**Mean score difference between Punjabi medium and English medium M.Ed. Students in their social adjustment**

Medium of Instruction	Mean	SD	t-value	Level of significance
Punjabi	102.32	10.07	0.71	Not Significant
English	104.33	10.53		

Table 4(b) shows that the mean values for Punjabi and English medium students are 102.32 and 104.33 and SD is 10.07 and 10.53 respectively. t-value came out to be 0.71, which is not significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between Punjabi medium and English medium M.Ed. Students in their social adjustment” is accepted.



**Null Hypothesis - 5**

There is no significant difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity and social adjustment.

**Table – 5(a)**

**Mean score difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity**

Locality	Mean	SD	t-value	Level of significance
Rural	111.76	13.07	3.548*	Significant
Urban	110.51	9.82		

\*Significant at 0.05 level.

Table 5(a) shows that the mean values for Rural and Urban students are 111.76 and 110.51 and SD is 13.07 and 9.82 respectively. t-value came out to be 3.548, which is significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity” is rejected.

**Table – 5(b)**

**Mean score difference between M.Ed. Students of rural and urban colleges of education in their social adjustment**

Locality	Mean	SD	t-value	Level of significance
Rural	114.43	15.76	5.531*	Significant
Urban	109.21	11.52		

\*Significant at 0.05 level.

Table 5(b) shows that the mean values for Rural and Urban students are 114.43 and 109.21 and SD is 15.76 and 11.52 respectively. t-value came out to be 5.531, which is significant at 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference between M.Ed. Students of rural and urban colleges of education in their social adjustment” is rejected.



## Null Hypothesis - 6

There is no significant relationship between M.Ed. Students in their emotional maturity and social adjustment.

**Table –6**

### Mean score relationship between M.Ed. Students in their emotional maturity and social adjustment

Variable	N	r	Level of significance
Emotional Maturity	250	*0.83	Significant
Social Adjustment	250		

\*Significant at 0.05 level.

It is noticeable from the Table-6 that the value of coefficient of correlation is 0.83 for the Emotional Maturity and Social Adjustment for M.Ed. students is significant. Thus, the null hypothesis “There is no significant relationship between M.Ed. Students in their emotional maturity and social adjustment” is rejected.

## Major Findings of the Study

- There is significant difference between male and female M.Ed. Students in their emotional maturity and social adjustment.
- There is no significant difference between Arts and Science M.Ed. Students in their emotional maturity and social adjustment.
- There is significant difference between First year and Second year M.Ed. Students in their emotional maturity and social adjustment.
- There is no significant difference between Punjabi medium and English medium M.Ed. Students in their emotional maturity and social adjustment.
- There is significant difference between M.Ed. Students of rural and urban colleges of education in their emotional maturity and social adjustment.
- There is significant relationship between M.Ed. Students in their emotional maturity and social adjustment.

## Results and Discussion

The investigator with his limited observations and experience in the field of educational research has come out with the following results of the present study. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology getting along with the members of society as best one can is called adjustment. So, emotional maturity implies proper emotional control, which means neither repression nor violet expression. An emotionally mature person has in his possession almost all types of emotional positive or negative and is able to express them at appropriate time in appropriate degree. On the other side, an emotionally mature person is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhood. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations.

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