

# SOCIAL ADJUSTMENT AND EMOTIONAL MATURITY OF B.ED., TRAINEES

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## Abstract

*Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the society. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual. An emotionally mature person 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 situations. This paper aims to study about the relationship of social adjustment and emotional maturity of B.Ed., Trainees. By means of stratified random sampling technique, a sample of 145 B.Ed., trainees are selected for the present study. Statistical techniques namely 't' test and Karl Pearson's product moment correlations are employed. The findings of the study reveal a positive substantial relationship between social adjustment and emotional maturity of B.Ed., Trainees.*

## 1. INTRODUCTION

As Plato says 'Man is a social animal.' We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy talk because the personality of each individual is a unique organization. This organization has to make special efforts to adjust with other unique organization which well society. 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 school.

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. 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. The single most important task for any person wishing to improve his relationships to the environment is to increase his self-esteem and emotional maturity.

## 2. NEED AND SIGNIFICANCE OF THE 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. Psychologists often make use of the term adjustment to describe various types of social and interpersonal relations in society. Therefore, adjustment can be referred to as the reaction to the demands and pressures of a social setting imposed upon the individual. Social adjustment is an attempt made by an individual to address the standards, values and desires of a society so as to be accepted. It is often referred as a psychological method. It involves dealing with new standards and values.

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this defect.

A person who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature persons will have more satisfaction in life; he will be satisfied with what he is having, of course trying to achieve more. He will have balanced attitude. He will have more positive than negative attitude towards life.

## 3. STATEMENT OF THE PROBLEM

The problem selected for the present study is to find out whether there is significant relationship between social adjustment and emotional maturity of B.Ed., trainees with regard to the background variables namely gender, subject, year of study, and the locality of the institution. The study is helpful to find the social adjustment and emotional maturity of the trainees.

## 4. TITLE OF THE STUDY

*“Social Adjustment and Emotional Maturity of B.Ed., Trainees”*

## 5. OPERATIONAL DEFINITIONS

### 5.1 Social Adjustment

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.

## 5.2 Emotional Maturity

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.

## 5.3 B.Ed., Trainees

By 'Students of Colleges of Education', the investigator means the students studying in the B.Ed., colleges of Ramanathapuram District in Tamil Nadu State. 'B.Ed.,' is the abbreviation of 'Bachelor of Education'.

## 6. OBJECTIVES OF THE PRESENT STUDY

- i. To find out whether there is significant difference between men and women B.Ed., trainees in their social adjustment and emotional maturity.
- ii. To find out whether there is significant difference between arts group and science group B.Ed., trainees in their social adjustment and emotional maturity.
- iii. To find out whether there is significant difference between I year and II year B.Ed., trainees in their social adjustment and emotional maturity.
- iv. To find out whether there is significant difference between Tamil medium and English medium B.Ed., trainees in their social adjustment and emotional maturity.
- v. To find out whether there is significant difference between B.Ed., trainees of rural and urban colleges of education in their social adjustment and emotional maturity.
- vi. To find out whether there is significant relationship between B.Ed., trainees in their social adjustment and emotional maturity.

## 7. NULL HYPOTHESES

- i. There is significant difference between men and women B.Ed., trainees in their social adjustment and emotional maturity.
- ii. There is significant difference between arts group and science group B.Ed., trainees in their social adjustment and emotional maturity.
- iii. There is significant difference between I year and II year B.Ed., trainees in their social adjustment and emotional maturity.
- iv. There is significant difference between Tamil medium and English medium B.Ed., trainees in their social adjustment and emotional maturity.
- v. There is significant difference between B.Ed., trainees of rural and urban colleges of education in their social adjustment and emotional maturity.
- vi. There is significant relationship between B.Ed., trainees in their social adjustment and emotional maturity.

## 8. METHOD USED FOR THE PRESENT STUDY

For the present study, survey method is employed. By administrating the questionnaires, necessary data will be collected.

## 9. TOOL USED IN THE PRESENT STUDY

1. Bell Adjustment Inventory was standardized on Indian Population in 1957 by Dr.SINHA.
2. Emotional Maturity Scale developed by Yashwir Singh and Mahesh Bhargave (1999).

## 10. SAMPLE OF THE PRESENT STUDY

The student teachers (B.Ed., Students) of the colleges of education in the Ramanathapuram District will be the population of the present study. From the population 145 B.Ed., trainees will be selected by means of stratified random sampling technique from four B.Ed. colleges. The sampling will be stratified on the basis of the background variables namely subject, year of study, medium of instruction of student teachers and the locality of the institution.

## 11. STATISTICAL TECHNIQUES USED

For analyzing the collected data, mean, standard deviation and 't' test and correlation are employed.

## 12. ANALYSIS OF DATA

### Null Hypothesis - 1

There is no significant difference between male and female B.Ed., trainees in their social adjustment and emotional maturity.

**Table - 1**

*Mean score difference between male and female B.Ed., trainees in their social adjustment and emotional maturity.*

Variable	Sub Variable	Mean	SD	't' value	Remarks at 5% Level
Social Adjustment	Male	111.42	11.47	2.949	S
	Female	109.25	9.11		
Emotional Maturity	Male	106.42	10.62	3.142	S
	Female	100.90	8.41		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is significant difference between male and female. B.Ed., trainees in their social adjustment and emotional maturity wise calculated 't' value respectively 2.949 and 3.142 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

### Null Hypothesis - 2

There is no significant difference between arts and science B.Ed., trainees in their social adjustment and emotional maturity.

Table -2

*Mean score difference between arts and science B.Ed., trainees in their social adjustment and emotional maturity*

Variable	Sub Variable	Mean	SD	't' value	Remarks at 5% Level
Social Adjustment	Arts	99.42	9.12	1.023	NS
	Science	101.01	8.99		
Emotional Maturity	Arts	101.42	8.67	0.986	NS
	Science	100.63	8.12		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is no significant difference between arts group and science group B.Ed., trainees in their social adjustment and emotional maturity wise calculated 't' values respectively 1.023 and 0.986 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

### Null Hypothesis - 3

There is no significant difference between I year and II year B.Ed., trainees in their social adjustment and emotional maturity.

Table -3

*Mean score difference between I year and II year B.Ed., trainees in their social adjustment and emotional maturity*

Variable	Sub Variable	Mean	SD	t value	Remarks at 5% Level
Social Adjustment	I Year	107.58	11.15	2.61	S
	II Year	113.36	10.98		
Emotional Maturity	I Year	105.63	12.63	3.08	S
	II Year	111.59	10.27		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is significant difference between I year and II year B.Ed., trainees in their social adjustment and emotional maturity wise calculated 't' values respectively 2.61 and 3.08 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

### Null Hypothesis - 4

There is no significant difference between Tamil medium and English medium B.Ed., trainees in their social adjustment and emotional maturity.

Table - 4

*Mean score difference between Tamil medium and English medium B.Ed., trainees in their social adjustment and emotional maturity*

Variable	Sub Variable	Mean	SD	't' value	Remarks at 5% Level
Social Adjustment	Tamil Medium	109.44	11.37	1.57	NS
	English Medium	113.56	11.09		
Emotional Maturity	Tamil Medium	100.62	10.21	0.99	NS
	English Medium	102.57	10.34		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is no significant difference between Tamil medium and English medium B.Ed., trainees in their social adjustment and emotional maturity wise calculated 't' values respectively 1.57 and 0.99 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

#### Null Hypothesis - 5

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

**Table -5**

*Mean score difference between B.Ed., trainees of rural and urban colleges of education in their social adjustment and emotional maturity*

Variable	Sub Variable	Mean	SD	't' value	Remarks at 5% Level
Social Adjustment	Rural	110.79	12.05	2.516	S
	Urban	109.79	8.98		
Emotional Maturity	Rural	111.89	13.52	4.297	S
	Urban	107.25	9.27		

*(At 5% level of significance, the table value is 1.96)*

The above table reveals that there is significant difference between B.Ed., trainees of rural and urban colleges of education in their social adjustment and emotional maturity wise calculated 't' values respectively 2.516 and 4.29 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

#### Null Hypothesis - 5

There is no significant relationship between B.Ed., trainees in their social adjustment and emotional maturity.

**Table - 5**

*Mean score relationship between B.Ed., trainees in their social adjustment and emotional maturity*

Social Adjustment	'r' value	Nature of Correlation
Emotional Maturity	0.63	Substantial

From the above table is inferred that there is positive substantial relationship between Social Adjustment of B.Ed., trainees and their Emotional Maturity. Hence the null hypothesis is rejected.

### 13. MAJOR FINDINGS

- i. There is significant difference between male and female B.Ed., trainees in their Social Adjustment and Emotional Maturity.
- ii. There is no significant difference between Arts and Science B.Ed., trainees in their Social Adjustment and Emotional Maturity.
- iii. There is significant difference between I year and II year B.Ed., trainees in their Social Adjustment and Emotional Maturity.

- iv. There is no significant difference between Tamil medium and English medium B.Ed., trainees in their Social Adjustment and Emotional Maturity.
- v. There is significant difference between B.Ed., trainees of rural and urban colleges of education in their Social Adjustment and Emotional Maturity.
- vi. There is significant relationship between B.Ed., trainees in their Social Adjustment and Emotional Maturity.

#### 14. INTERPRETATIONS AND DISCUSSION

The investigator with his limited observations and experience in the field of educational research has come out with the following interpretations to the findings of the present study.

The 't' test results regarding the variable '**social adjustment**' reveal that there is significant difference between B.Ed., trainees with respect to gender (male and female), year of study (I year and II year) and locality of colleges (rural and urban). But on the other side the 't' test result reveals that there is no significance difference between the B.Ed., trainees with respect to subject of study (arts and science) and medium of instruction (Tamil and English).

The findings of the study conducted by **Joseph Catherine** (2014) among B.Ed., trainee teachers coincide with the findings of the present study where there is significant difference between male and female B.Ed., trainee teachers in their social adjustment. The findings of the same study indicated that there is significant difference between rural and urban students. But on the other side, the findings of the study conducted by **P. Priya Packiaselvi and Malathi. V. A** (2017) revealed that there was no significant difference among higher secondary school students with respect to gender and locality of schools. Likewise, the study conducted by **Shabir Bhat and Anoop Beri** (2016) among college teachers proved that there was no significant difference in the social adjustment with regard to their gender (men and women) and locality (rural and urban) of college. The findings of the study conducted by **Amit Singh** (2017) among the senior secondary school teachers indicated that there is no significant difference in adjustment between male and female senior secondary school teachers. While comparing the mean scores, women teachers were higher in their adjustment than their men counter parts and this result does not support the findings of the present investigation.

The 't' test results regarding the variable '**emotional maturity**' reveal that there is significant difference between B.Ed., trainees with respect to gender (male and female), year of study (I year and II year) and locality of colleges (rural and urban). But on the other side the 't' test result reveals that there is no significance difference between the B.Ed., trainees with respect to subject of study (arts and science) and medium of instruction (Tamil and English).

The findings of the study conducted by **M. Panimalar Roja, N. Sasikumar and M. Parimala Fathima** (2015) revealed that there is a significant difference between male and female students of higher secondary course in respect to their emotional maturity. The findings of the same study indicated that there is no significant difference between rural and urban area residence students of higher secondary course in respect to their Emotional Maturity. Likewise the study conducted by **Umender Malik and Shweta Kapoor**

(2014) revealed that significant difference found in teaching effectiveness of secondary school male teachers with extreme emotional maturity and extreme emotional immaturity. Similar results were found out for female teachers, urban teachers and rural teachers. But on the other side, the findings of the study conducted by **Suman Nehra** (2014) revealed that there is no significant difference between the emotional maturity of boys and girls studying in class IX. Likewise the study conducted by **Jasbir Kaur and Babita Arora** (2014) found that there is no significant difference was found between coping styles and emotional maturity of boys and girls teacher trainees.

The results of the correlation analysis reveal that there exists significant substantial relationship between social adjustment of B.Ed., trainees and their emotional maturity. Likewise the study conducted by **Shabir Bhat and Anoop Beri** (2016) revealed that there is a significant positive relationship between social adjustment and job performance. Similar results were obtained for the study conducted by **Yellaiah** (2012) established that there is a low positive relationship between Adjustment and Academic Achievement. But contrarily, the study conducted by **Amit Singh** (2017) revealed that there is no significant relationship between adjustment and teaching aptitude of male and female senior secondary school teachers. Similarly the study conducted by **M. Panimalar Roja, N. Sasikumar and M. Parimala Fathima** (2015) among higher secondary school students revealed that there is no significant relationship of correlation between emotional maturity and self-concept of higher secondary course students. Likewise the study conducted by **Suman Nehra** (2014) established that there is no significant relationship between adjustment and emotional maturity of class IX students. Also the findings of the study conducted by **Jasbir Kaur and Babita Arora** (2014) among teacher trainees revealed that there is a positive and non-significant relation was found between coping styles and emotional maturity.

## 15. CONCLUSION

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 violent 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. An emotionally mature person may not have resolved all situations and factors leading to hostilities, anxieties and frustrations.

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