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ADJUSTMENT OF ADOLESCENTS ABOUT THEIR EMOTIONAL MATURITY

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ABSTRACT

Education is the inevitable base for the socio-economic development of any country. In the present circumstances, children, youth, and adults are facing many problems in life and work. The present investigation aimed at finding the adjustment of adolescents about their emotional maturity in senior secondary school. A survey method was adopted in the present study to find out the emotional maturity and adjustment of adolescent males and females in senior secondary school. The sample of the study consisted of 100 students of XI and XII grades from a private school in the Patiala District. The findings of the study revealed that adolescent boys and girls in private senior secondary schools have similar levels of adjustment. Adolescent boys and girls in private senior secondary schools have an equal level of emotional maturity. There is no significant relationship between adjustment and the emotional maturity of adolescents.

Keywords: Emotional Maturity, Adolescence

INTRODUCTION

Adjustment is a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of balance or homeostasis between the individual (both inwardly and outwardly), and their environment. Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts right from birth and continues till death, various situations arise at home, school, college, and the workplace where we need to give up a little of our demands and accept what is present. Adjustment is the process of arriving at a balanced state between the need of an individual and their satisfaction. The process of adjustment is continuous. A person, as well as his environment, is constantly changing as also are his needs to the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation.

Emotional maturity is the ability to bear tension and it is the ability to develop a high tolerance for disagreeing circumstances. 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 lose their temper soon but an

emotionally mature is free from this idea. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's ambitions, etc. go on developing. A mature person is expected to understand a situation without anyone's help and realize his duties and responsibilities himself. He will not act irresponsibly under an emotional stream and waste his time and energy on imaginary problems. But it is undoubtedly related to his success to cultivate finer qualities of self-control, politeness, sympathy, cooperation, tolerance, and emotional stability. **(Bandura, 1986)** An emotionally mature adolescent can make effective adjustments to himself, members of his family, and his peers in school, society, and culture. Emotions are great motivating forces throughout human life; affecting the aspirations, actions, and thoughts of an individual. Apart from emotions, self-confidence is also considered one of the motivators and regulators of behavior in an individual's everyday life.

Review of Literature

Pastey and Aminbhavi (2006) examined the study of emotional maturity on stress and self-confidence of adolescents. As emotions do play a central role in the life of an individual, one is expected to have a higher emotional maturity to lead an effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, adolescents who are observed to be highly emotional in their dealings need to be studied. Given this, an attempt was made to find out the impact of the emotional maturity of adolescents on their stress and self-confidence. The sample of the study consisted of 105 adolescents studying in XI and XII classes at Dharwad city, Karnataka state, India.

Surekha (2008) examined a study of the relationship between students' adjustment and academic achievement. The study revealed that the boys and girls from private schools are well adjusted and academically performed better than the boys and girls from government schools.

Anrold (2012) conducted a study on adolescent adjustment in high school students: a brief report on mid-adolescence transitioning. Findings of the study on emotional, social, and educational adjustment reveal the rising levels of boys and girls reporting adjustment problems.

Bharti (2012) found that first-year undergraduate students have a low level of adjustment where social, economic, and educational areas are connected. They are expected to encounter more adjustment-related problems, especially in the social and economic context. The first-year students are less emotionally mature and thus faced difficulty in adjusting emotionally to the changing demands of the environment than the final-year undergraduates. Because of their familiarity with the surroundings, their integration is more into the social fabric of the college.

Dutta, Chetia & Soni (2016) found that there are major differences in the emotional maturity of secondary school students in both districts. This study also showed that there is no difference between urban male/female, private school male/female, and private school urban male and female secondary students of both students in emotional maturity.

Suman (2014) found that more or fewer boys and girls are equal in adjustment and emotional maturity but other factors like socioeconomic status, family background, mother's 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.

Jain, Pasrija & Divya (2015) conducted a study on emotional maturity and self-concept among senior secondary school students. The findings from this study revealed that a significant difference was found in the emotional maturity and self-concept among students regarding the type of school.

NEED OF THE STUDY

Adolescence is a period of transition from childhood to adulthood. The adolescent is neither considered a child nor an adult. This is an age of conflict where he wants to lead an independent life but at the same time is dragged back by various prevalent factors. Therefore, this age can be considered no less than a tug of war. Adolescents find difficulty in adjustment at home, in school, and the community. He begins to feel ashamed and embarrassed for the protection and care shown by his parents. He is often treated ambiguously by parents and teachers. Sometimes they expect him to behave as an adult and at the other time as a child. Adolescents account for about 1/5th of India's population (Anon, 2004). Recent researches suggest that more young people are beginning to report mental health problems, as they perceive more stress. It is estimated that six to nine million children and adolescents in the United States have mental or behavioral problems. Indian Council of Medical Research reported that about 12.8 percent of children (1-16 years) suffer from mental health problems. According to findings (Vadwa, 2002), 69.56 percent of adolescents have suicidal behavior due to parent-child problems, 8.69 percent due to adjustment disorders, and 4.35 percent of children due to depression. Adolescents in disadvantaged communities are at elevated risk for exposure to multiple stressors, indicating high rates of crime and victimization, family poverty, family conflict, increased prevalence of deviant peers, and schools with inadequate resources (Gonzales, 2001 & Seidman, 1994). Adjustment in adolescents depends on many factors one such factor is emotional maturity. This study has been conducted to evaluate the adjustment in adolescent boys and girls in a senior secondary school of classes XI and XII.

STATEMENT OF THE PROBLEM

Adjustment of adolescents about their emotional maturity

OBJECTIVES OF THE STUDY

- To study the adjustment of adolescents.
- To study the emotional maturity of adolescents.
- To study the relationship between adjustment and emotional maturity among adolescents in senior secondary school.

HYPOTHESES OF THE STUDY

- There will be no significant difference exist in the adjustment among males and females in senior secondary school.
- There will be no significant difference in the emotional maturity among males and females in senior secondary school.
- There will be no significant relationship between adjustment and emotional maturity among adolescents in senior secondary school.

DELIMITATIONS OF THE STUDY:

- The study was delimited to 100 students only.
- The study was limited to XI and XII class students.
- The study was delimited to a private school in the Patiala district.

DESIGN OF THE STUDY

A descriptive survey method has been employed in the present investigation of the problem. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. It is a survey study because it is concerned with collecting detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and to make more intelligent plans for improving them. Based on the research problem and objectives, the investigator selected a quantitative approach which helps to find out the answer to the research questions from a numerical point of perspective. The present investigation was primarily designed to find out the relationship of adjustment and emotional maturity in adolescents among XI and XII class students of a private school.

SAMPLE OF THE STUDY

The primary purpose of the research is to discover principles that have universal applications. But to study the whole population to arrive at the generalization is impracticable; if not impossible. The process of sampling makes it possible to draw valid inferences or generalizations based on careful observation of variables within a relatively small portion of the population.

The sample of the present study consists of 100 students of classes XI and XII of a senior secondary school in the Patiala district. The sample consists of 50 male students and 50 female students.

TOOLS USED

- “Adjustment Inventory for School Students (AISS)”. A. K. P. Sinha and R.P. Singh. (1993), was used for data collection.
- “Emotional Maturity Scale”. Singh and Bhargave. (1990), was also used for data collection.

STATISTICAL ANALYSIS

- Descriptive statistics such as mean, and standard deviation were used to study the distribution of the sample.
- T-test was employed to find out the difference between Groups.
- Correlation was employed to find out the relationship between Groups.

RESULT AND DISCUSSION

1. Adjustment of adolescents among senior secondary school students.

The mean adjustment scores of male and female senior secondary school students and their SD along with the t-testing significance of the mean difference are given in Table 1

TABLE 1

Category	N	M	SD	t-value
Male	50	20.62	7.02	0.54
Female	50	20.24	7.18	

NS: $p > .05$

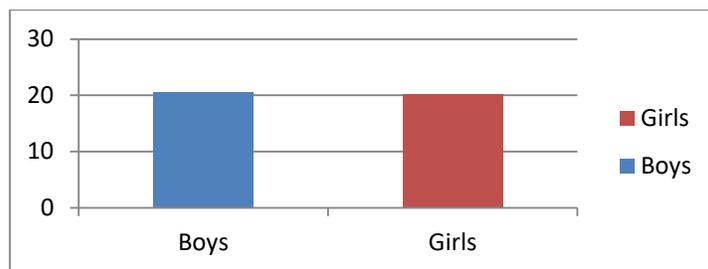


FIGURE: 1 Mean score of adjustments of adolescent male and female

DISCUSSION OF RESULT

The table1 and figure 1 that the mean adjustment scores of male and female private senior secondary school students are 20.62 and 20.24 respectively. The t- value, testing the significance of the mean difference was 0.54, which is not significant at the .05 level.

2. Emotional maturity of adolescents among senior secondary school students.

The mean emotional maturity scores of male and female senior secondary school students and their SD along with the t-testing significance of the mean difference are given in Table 1

TABLE 2

Mean Differential in Emotional Maturity of Adolescent Boys and Girls

Category	N	Mean	S.D.	t-value
Boys	50	123.58	27.4	0.875 ^{NS}
Girls	50	118.52	30.4	

NS: p> .05

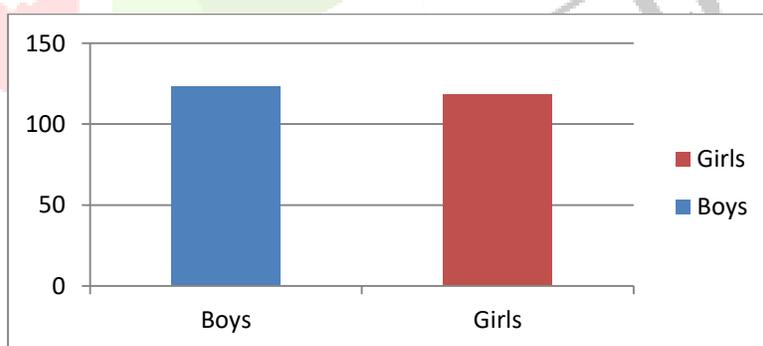


FIGURE 2 Mean Score in the emotional maturity of adolescent males and females

DISCUSSION OF RESULT

Table 2 and figure 2 that the mean adjustment scores of male and female private senior secondary school students are 123.58 and 118.52 respectively. The t- value, testing the significance of the mean difference was 0.875, which is not significant at the .05 level.

3. There will be no significant relationship between adjustment and emotional maturity of adolescent boys and girls.

TABLE 3

The mean difference between adjustment and emotional maturity

Variables	T	Remarks
Adjustment	0.201	Not Significant.
Emotional Maturity		

DISCUSSION OF RESULT

The correlation between adjustment and emotional maturity according to Table 3 comes out to be 0.201, which is neither significant at 0.01 level nor significant at 0.05 level of significance. There is no relationship between adjustment and the emotional maturity of adolescents.

EDUCATION IMPLICATIONS

Nowadays society, educational institutions, the school, the college, the family are so complex that students are facing problems in their daily life about their emotional maturity and anxiety, it is the responsibility of the researchers, teachers, and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives.

- a) Adjustment and emotional maturity are important aspects of an adolescent's personality. Without them, human beings remain aloof from society which leads further to various problems.
- b) For better adjustment of the students a teacher should be trained in educational psychology. A teacher's personalities and democratic attitude are also important factors that can promote adjustment in students.
- c) Facilities such as sports, library, debate, and excursions may help the students in their adjustment. The climate in the classrooms should be affectionate and cooperative.
- d) Curriculum should be planned and transacted in such a way that it should fulfill the psychological and social needs of the student. Evaluation should be flexible. Numerical marking should be avoided and grades should be given to the students.
- e) Accept the individual differences of the students and provide a classroom environment where the children feel free to express themselves. Develop in the youngest a sense of self-respect and self-esteem by compliments for work well done.
- f) A teacher plays important role in developing the personality of a child. He can influence them through his behavior, thoughts, and actions and also enable them to solve their problems which leads to lesser anxiety and better health.
- g) Parents should healthily treat their children. Children should be provided with such an environment that leads to the maximum development of positive emotions and minimum development of negative emotions.

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