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A STUDY OF SOCIAL ADJUSTMENT AND EMOTIONAL MATURITY OF COLLEGE STUDENTS OF PUNJAB

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Abstract: The present study was conducted to examine the social adjustment and emotional maturity of college students in Punjab with reference to gender and locale, and to determine the relationship between these two variables. The study adopted the descriptive research method. A sample of 105 college students from Punjab was selected using an appropriate sampling technique. Data were collected using the Social Adjustment Inventory (SAI) developed by R. C. Deva (2023) and the Emotional Maturity Scale (EMS) developed by Singh and Bhargava (2012). Mean, Standard Deviation, t-test, and Pearson's coefficient of correlation were used for data analysis. The findings revealed no significant gender differences in either social adjustment or emotional maturity. However, significant differences were observed with respect to locale, with rural students showing higher social adjustment and urban students demonstrating higher emotional maturity. A significant negative relationship was found between social adjustment and emotional maturity for the overall sample, as well as among male, female, and rural, urban students, whereas no significant relationship was observed among rural students. The study highlights the importance of addressing social and emotional aspects of students' development through appropriate guidance and counseling programmes in higher education institutions.

Keywords: Social Adjustment, Emotional Maturity, College Students, Gender, Locale, Punjab

INTRODUCTION

Higher education is an important stage in students' lives that supports their academic, social, and emotional development. During college, students face new academic demands, social relationships, and personal responsibilities, making social adjustment and emotional maturity essential for their overall well-being. Social adjustment refers to an individual's ability to build healthy relationships and adapt to social situations, while emotional maturity is the ability to understand and manage emotions effectively. Students with better emotional maturity are generally more capable of coping with stress, maintaining positive relationships, and adjusting successfully to college life.

Several studies have examined emotional maturity and adjustment among students, limited research has focused specifically on college students in Punjab. Therefore, the present study aims to examine the social adjustment and emotional maturity of college students in Punjab and provide insights that may help educators and counselors promote students' psychological well-being and healthy adjustment.

NEED OF THE STUDY

In modern society, the lives of college students have become increasingly complex due to rapid technological advancement, globalization, changing family structures, academic competition, and career uncertainty. Students are exposed to various forms of stress and emotional pressure, which may negatively affect their mental health and social relationships. Many students experience anxiety, frustration, loneliness, depression, and adjustment difficulties during college life. Emotional instability and poor social adjustment may lead to academic failure, behavioral problems, substance abuse, and interpersonal conflicts. Therefore, there is a growing need to study the emotional maturity and social adjustment of college students. Social adjustment is essential for healthy interpersonal relationships and effective participation in society. A socially adjusted student can maintain harmonious relationships with peers, teachers, and family members and can cope successfully with social expectations and institutional demands. In contrast, socially maladjusted students may experience isolation, insecurity, poor communication, and low self-esteem. Since college students spend a significant amount of time interacting with peers and teachers, their level of social adjustment greatly influences their academic achievement and personality development.

REVIEW OF RELATED LITERATURE

Ansari and Mishra (2026) conducted a correlational study on emotional maturity and academic anxiety among senior secondary school students. The researchers aimed to examine the relationship between emotional maturity and levels of academic anxiety among adolescents. The study revealed that students with higher emotional maturity showed lower levels of academic anxiety, better emotional stability, and improved psychological adjustment in educational settings.

Habbi (2024) investigated emotional maturity among adolescents studying at the senior secondary level. The study focused on assessing the level of emotional maturity among adolescent students and identifying factors affecting emotional stability. The findings showed moderate levels of emotional maturity among students and emphasized the importance of emotional balance in adolescent personality development and adjustment.

Junilia and Dharmawan (2023) explored the relationship between sensory integration ability and social adjustment among elementary school students. The researchers sought to identify the impact of sensory integration skills on students' social behaviour and adjustment patterns. The findings revealed that students with better sensory integration abilities exhibited improved social interaction, cooperation, and adjustment in school settings.

Patowary (2022) studied emotional maturity among higher secondary school students. The study investigated the differences in emotional maturity based on gender and educational background. The findings indicated that emotional maturity varied significantly among students and played an important role in personality development, emotional control, and interpersonal relationships.

.OBJECTIVE OF THE STUDY

1. To study social adjustment and emotional maturity of college students in Punjab with regard to gender.
2. To study social adjustment and emotional maturity of college students in Punjab with regard to locale.
3. To study the relationship between social adjustment and emotional maturity of college students in Punjab across gender and locale

HYPOTHESIS OF STUDY

H₀₁: There is no significant difference in the emotional maturity of college students in Punjab with respect to gender.

H₀₂: There is no significant difference in the social adjustment and emotional maturity of college students in Punjab with respect to locale.

H₀₃: There is no significant relationship between social adjustment and emotional maturity of college students in Punjab.

METHOD AND PROCEDURE

The present study adopted the descriptive research method, as it is appropriate for studying existing conditions and examining relationships among variables without manipulating them. The total sample of 105 students was collected. This method was used to investigate the relationship between social adjustment and emotional maturity among college students in Punjab. It enabled the researcher to collect, analyze, and interpret the data systematically to achieve the objectives of the study.

RESEARCH TOOLS USED

Research tools are instruments used by the researcher for collecting relevant data from the respondents. The accuracy, validity, and reliability of research findings largely depend upon the suitability and quality of the tools employed. For the present study, the following tools were used:

1 Social Adjustment Inventory (SAI) by RC Deva (2023)

2 Emotional Maturity Scale (EMS) by Singh and Bhargava (2012)

Social Adjustment Inventory (SAI)

The Social Adjustment Inventory (SAI) developed by R. C. Deva (2023) was used to assess the social adjustment of college students. The inventory consists of 100 items measuring three dimensions: Test Dishonesty Score (TDS), Emotional Adjustment Score (EAS), and Social Maturity Score (SMS), along with 15 filler items. A TDS of 20 or above indicates unreliable responses; therefore, such questionnaires were rejected from the study.

Emotional Maturity Scale (EMS)

The Emotional Maturity Scale (EMS) developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava (2012) was used to measure the emotional maturity of college students. The scale consists of 48 items covering five dimensions: Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, and Independence. It is a five-point self-report scale in which participants respond by selecting one of

five options ranging from "Very Much" to "Never" based on their level of agreement with each statement.

ANALYSIS AND INTERPRETATION

SOCIAL ADJUSTMENT AND EMOTIONAL MATURITY OF COLLEGE STUDENTS IN PUNJAB WITH REGARD TO LOCALE

The significance of difference in Social Adjustment and Emotional Maturity of urban and rural college students in Punjab with regard to gender was computed by using the t-test. The Mean, Standard Deviations, Mean Difference, and t-values for testing the significance of mean difference are presented in Table 1.

Table 1

Social Adjustment and Emotional Maturity of College Students in Punjab with Regard to Gender

Variables		Male (N=57)	Female (N=58)	Mean Difference	t-ratio
Social Adjustment	Mean	112.09	113.72	1.63	0.275
	SD	31.43	31.95		
Emotional Maturity	Mean	150.29	151.07	0.78	0.284
	SD	14.28	15.07		

Table 2

Social Adjustment and Emotional Maturity of College Students in Punjab with Regard to Locale

The significance of difference in Social Adjustment and Emotional Maturity of urban and rural college students in Punjab with regard to locale was computed by using the t-test. The Mean, Standard Deviations, Mean Difference, and t-values for testing the significance of mean difference are presented in Table2.

Variables		Rural (N=72)	Urban (N=33)	Mean Difference	t-ratio
Social Adjustment	Mean	118.85	106.35	12.50	1.98*
	SD	28.71	32.76		
Emotional Maturity	Mean	148.02	154.30	6.28	2.05**
	SD	14.38	14.79		

RELATIONSHIP BETWEEN SOCIAL ADJUSTMENT EMOTIONAL MATURITY OF COLLEGE STUDENTS IN PUNJAB

Table 3**Correlation Coefficient Values for Social Adjustment and Emotional Maturity of College Students in Punjab**

Groups	Values
Total (105)	-0.191**
Male (57)	-0.195**
Female (58)	-0.191**
Urban (33)	-0.283**
Rural (72)	-0.040

Table 3. reveals that the coefficient of correlation between Social Adjustment and Emotional Maturity of college students in Punjab for the total sample (N=105) was found to be -0.191**, which is negative and significant at the accepted level of significance. The negative correlation indicates that an increase in emotional maturity scores is associated with a decrease in social adjustment scores, and vice versa. Hence, it may be interpreted that there exists a significant negative relationship between social adjustment and emotional maturity among college students of Punjab.

Discussion

- On the basis of the obtained results, it can be concluded that male and female college students of Punjab do not differ significantly in their social adjustment. Although female students obtained slightly higher mean scores than male students, the difference was not statistically significant. Therefore, gender does not appear to have a significant influence on the social adjustment of college students in Punjab.
- On the basis of the obtained results, it can be concluded that male and female college students of Punjab do not differ significantly in their emotional maturity. Although female students obtained slightly higher mean scores than male students, the difference was not statistically significant. Therefore, gender does not appear to have a significant influence on the emotional maturity of college students in Punjab.
- On the basis of the obtained results, it can be concluded that rural and urban college students of Punjab differ significantly in their social adjustment. Rural college students were found to have higher social adjustment scores than urban college students. Therefore, locale appears to have a significant influence on the social adjustment of college students in Punjab.
- On the basis of the obtained results, it can be concluded that rural and urban college students of Punjab differ significantly in their emotional maturity. Urban college students were found to possess higher emotional maturity scores than rural college students. Therefore, locale appears to have a significant influence on the emotional maturity of college students in Punjab.
- On the basis of the obtained results, it can be concluded that there exists a significant negative relationship between social adjustment and emotional maturity among both male and female college students of Punjab. The findings indicate that social adjustment and emotional maturity are inversely

related irrespective of gender. Therefore, gender does not appear to alter the nature of relationship between social adjustment and emotional maturity among college students in Punjab.

- On the basis of the obtained results, it can be concluded that no significant relationship exists between social adjustment and emotional maturity among rural college students of Punjab. However, a significant negative relationship was found between social adjustment and emotional maturity among urban college students. Thus, locale appears to influence the relationship between social adjustment and emotional maturity among college students in Punjab.

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