

Study of emotional maturity of adolescents in relation to their adjustment

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Abstract

“Adolescence is a period of stress and strain, storm and strife” as rightly stated by Stanley Hall. It is a span of life when the individual faces numerous problem related to is social, emotional, Psychological, physical aspects etc. From amongst these problems the emotional problems are worth mentioning as adolescence is a period of emotional instability and emotions are not under control. These emotional problems play a significant role in shaping the personality and adjustments patterns of the individual. There are tensions, depressions and frustrations which affect the emotional aspects of individual. These tensions or depressions become obstacles in the emotional development of the adolescents, which, in turn affects their adjustment patterns. The present research is done on the sample of 200 college students. The result shows there is significant difference in the level of emotional maturity of male and female adolescents (college students). The result also shows no significant difference in the level of adjustment of male and female adolescents (college students). There is significant difference between the adjustment pattern of male and female adolescents (college students) having more and less emotional maturity. It is revealed that there exists a significant relationship between Emotional Maturity and Adjustment pattern of adolescents.

Keywords: adolescence, emotional maturity, adjustment, more and less emotional maturity

Introduction

Adolescence is the most crucial period in the life of human beings. It is the time when the surge of life reaches peak. It is a period of rapid development and adjustment in the process of transition from childhood to adulthood. Adolescence is a period of heightened emotionality. Emotionally, the teen-years can be a roller-coaster. The adolescents generally crash emotionally when they experience rejection or failure such as break up of a relationship or fear of failing in the exams. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upset in day to day life. They suddenly become over sensitive towards many things and hypercritical about family and home. The challenges presented by the multiple changes of adolescence make some adolescents more vulnerable to emotional difficulties.

Emotional maturity

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 humane life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity. Adolescents do not have much emotional maturity because of their inadequate control over the environment. A mature adult due to the development of his various powers has greater control over his environment. So, he possesses emotional maturity to a greater degree. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals Dosanjh (1956) says, ‘Emotional maturity means a balanced personality. It means ability to govern disturbing emotions,

show steadiness and endurance under pressure and to be tolerant and free from neurotic tendencies’.

Good (1981) has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the inferior emotional stages characteristic of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain.

Singh & Bhargava (1984) “Emotionally mature is not one who necessarily has resolved all conditions that arouse anxiety and hostility, but it is continuously in process of seeing himself in clearer perspective continually”.

Cole (1954) “The chief index of emotional maturity is the ability to bear tension. The view lays stress on self control and not self fulfilment.”

Adjustment

Adjustment is a psychological factor, which has been related to human personality. The process of adjustment starts right from the birth of the child and continues till death. The concept of adjustment is as old as human race on earth. Adjustment is generally the relationship that any organism establishes with respect to its environment. Systematic emergence of this concept was started by Drawain.

In those days, the concept was purely biological and drawing used the term 'Adaptation'. Adaptation refers to the biological changes that facilitate the survival of species. The adaptation to environmental hazards goes on increasing as well proceed on the pathogenic scale from the lower extreme to the higher extreme of life. At the psychological level, adjustment means the individual's struggle to survive in his/her surroundings. Man, among the living beings, has the highest capacities to adapt to new situations. Man as the social animal not only adapts to physical demands but he also adjusts to the social pressures in the society.

Adjustment, hence, refers to the degree of capacity by which

an individual tries to cope up with his tension, needs, conflicts, frustrations and simultaneously, is able to bring coordination between his inner demands and those imposed upon him by the other world. Adjustment is the process which influences the desires of an individual in such a way that the tensions, frustrations and conflicts with the world and within the individual are brought down to a minimum.

In this complex society, the vital need of every human being is the stability in life process. Adjustment is an important state of a person that influences the human relationships. It is fundamental for good health. Adjustment is a process of interaction between oneself and one's environment in which one lives. It helps in maintaining balance between the needs and circumstances that influence the satisfaction of these needs.

Drever, J (1952) "Adjustment means the modification to compensate for or meet special conditions".

Acc. To Good (1959) "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment."

Shaffer (1961) "Adjustment is a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs."

Gates (1963) "Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."

To conclude, Adjustment is a satisfactory relationship of an organism with his environment. It is a continuous process which constantly affected and changed by the experiences of the individual from time to time and it differs from person to person. Adjustment of a person depends upon many factors such as physical health, mental health psychological comfort, work efficiency, social competence etc. Out of these factors, in Emotional Competence is a learned capacity based on emotional intelligence, that results in outstanding performance at work.

Thus, adjustment of a person in the society depends on his emotional competence. Those lacking in emotional competence can't adjust well in the society. They make impulsive, inaccurate and incomplete judgment about how to behave in the social situations and are also lacking in social problem-solving skills.

2. Review of related literature

Muley Patnam and Vasekar (2003) studied the emotional maturity of school going children of slum and urban areas and the influencing factors. The slum children differ in their emotional maturity from the urban children, which was tested in this study. The sample consists of 120 children, of which 60 were from slum and 60 from urban areas. Significant positive relationship was found between urban children's emotional maturity and their academic performance, chronological age, ordinal position abilities, size and type of family, parenting, general mental ability number of friends as well as their parental age, education and employment while no significant correlation was found between slum children's emotional maturity and their background variables. Nanda P., Chawla A. (2010) impact of age and family type on emotional maturity of urban adolescent girls and concluded type of family has definite impact on emotional maturity. M. Panimalar Roja, N. Sasikumar, M. Parimala Fathima (2014) studied on Emotional Maturity and Self Concept at Higher Secondary Level and finding revealed that emotional maturity among

higher secondary students mean scores between the variables taken for this study are same except gender and type of management. Also self concept among higher secondary students means scores between the variables taken for this study are same except gender and locality of residence. Wani and Manish (2015) found that there is significant difference in the emotional maturity of college and university students based on their gender, female students have higher level of emotional maturity than their male counterparts.

Mehta *et al.* (2005) studied the effect of family dynamics upon repression sensitization tendency and adjustment of adolescents and found that boys had poor emotional adjustment than girls; gender of the subject and his/her birth order had significant interactive effect upon emotional adjustment; social adjustment indicates that girls were socially better adjusted than boys and second born had better social adjustment than first born. Tung and Dhillon, (2006) examined the gender differences and the family environment correlates of emotional autonomy amongst males and females of middle and late adolescence. A sample of 250 males and females of age group 14-16.5 years (middle adolescence) and 250 males and females of age group 17-21 years (late adolescence) was drawn from public schools and colleges respectively. It was found that females in both the age groups, the family environment dimension of cohesion, expressive, independence and organization etc. have significant negative correlation with emotional autonomy dimensions. In case of males during middle and late adolescent's years, there are lesser family environment variables significantly correlating with emotional autonomy dimensions. Dr. M.Y. Ganai and Muhammad Ashraf Mir (2013) were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups 62 showed no significant difference in terms of their academic achievement. Paramanik, Saha & Mondal (2014) conducted a study on Adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. Panth, Chaurasia & Gupta (2015) ^[14] investigated a Comparative study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student and result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS. Pooja Bhagat (2016) revealed in comparative study of adjustment among secondary school boys and girls The study was conducted on a sample of 200 students of 9th class studying in Government and Private Schools of Samba district of Jammu Division.. The results of the study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

3. Objectives of the study

1. To study the emotional maturity of male and female adolescents

2. To study the adjustment patterns of male and female adolescents.
3. To study the adjustment patterns of male adolescents having high or less emotional maturity.
4. To study the adjustment patterns of female adolescents having high or less emotional maturity.
5. To study the relation between the emotional maturity and adjustment of adolescents.

Hypotheses

1. There is no significant difference in the level of emotional maturity of male and female adolescents.
2. There is no significant difference in the adjustment of male & female adolescents.
3. There is no significant difference in adjustment patterns of male adolescents having high or less emotional maturity.
4. There is no significant difference in adjustment patterns of female adolescents having high or less emotional maturity.
5. There is no significant relation between emotional maturity and adjustment patterns of adolescents.

Sample

For the present study, the sample was selected from different colleges of Ludhiana district. The sample consisted of 200 students (100 males and 100 females) selected from the degree colleges of Ludhiana district.

Tools used for the present study

The selection of a suitable instrument or tool is of vital importance for the collection of data in any research study. Different tools are suitable for certain type of data, yield information of the kind and in the form that would be most effectively used. In the present study the following tools were employed to collect the data

1. Emotional maturity scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava, Agra (1989).
2. Adjustment inventory for college students (AICS-SS) by Prof. A.K.P Sinha (Raipur) and Prof. R.P. Singh (Patna) (2002).

Statistical techniques used

1. THE descriptive statistics like mean, median, standard deviation, skewness and kurtosis were used to find out the normality of data.
2. T-ratio was calculated to ascertain the difference in Emotional Maturity and Adjustment pattern of adolescents.
3. Coefficient correlation was used to find out the relationship between Emotional Maturity and Adjustment pattern of adolescents.

4. Description of the distribution of scores

This table depicts that in total random sample of 200 college students values of mean, median are 49.74, 51 respectively. This approximation in values of all the two descriptive parameters i.e. mean and median shows that the sample follows normal distribution. Skewness value is -2.006 which reveals that total sample is negatively skewed. Kurtosis values is 5.391 which is higher than normal value i.e. 263 that means curve is follow platykurtic in nature. Value of

standard deviation is 7.460. Following graphical representation also reveal above mentioned information of descriptive parameters.

Table 1

N	Mean	Median	Skewness	Kurtosis	SD
200	49.74	51	-2.006	5.391	7.460

Distribution of scores of male and female college students with variable Emotional Maturity

The table depicts that in total random sample of 100 college male students value of Mean is 88.90, SD is 9.954 and t-value is 1.1. The value of Mean of 100 college female students is 94.19, SD is 7.093 and t-value is 1.1. The result shows that there exists significant difference between male and female college students in respect of Emotional Maturity. So hypothesis 1 that there is no significant difference in the level of emotional maturity of male and female adolescents is rejected.

Table 2

N	M	SD	MD	SE	t-value	Remarks
100(male)	88.90	9.954	5.29	1.22	4.33	Significant at 0.5 and 0.01 level
100 (female)	94.19	7.093				

Distribution of scores of male and female college students with variable adjustment

The table depicts that in total random sample of 100 college male students value of Mean is 50.19 SD is 6.954 and t-value is 0.85. The value of Mean of 100 college female students is 49.29, SD is 7.943. Mean difference between male and female college students is 0.90 and t-value is 0.85. The result shows that there is no significant difference between male and female college students in respect of Adjustment. So hypothesis 2 that there is no significant difference in the adjustment pattern of male and female adolescents is accepted.

Table 3

N	Mean	SD	MD	SE	t-value	Remarks
100(males)	50.19	6.954	0.90	1.06	0.85	Not significant
100(females)	49.29	7.943				

Distribution of scores of male college students with variable high and less Emotional Maturity in relation to their adjustment pattern

The table depicts that in total random sample of 42 college male students with less emotional maturity and 42 with more emotional maturity has value of Mean is 21.8 and 16.12, SD is 6.014 and 2.24 respectively. Mean difference between male college students with high and low emotional maturity t-value is 5.74 which is significant at 0.5 and 0.01 level. The result shows that there is significant difference between the adjustment pattern of male adolescents (college students) having more and less emotional maturity. So hypothesis 3 that there is no significant difference in adjustment pattern of high and less Emotional Maturity of male adolescents (college students), is rejected.

Table 4

N	M	SD	MD	SE	t-value	Remarks
42 (less emotional maturity)	21.8	6.014	5.68	0.989	5.74	Significant at 0.5 and 0.01 level
42 (more emotional maturity)	16.12	2.24				

Distribution of scores of female college students with variable high and less Emotional Maturity in relation to their adjustment pattern

The table depicts that in total random sample of 42 college female students with less emotional maturity and 42 with more emotional maturity has value of Mean is 22.16 and 19.19, SD is 6.72 and 4.24 respectively. Mean difference between female college students with high and

low emotional maturity is 2.97 and t- value is 3.74 which is significant at 0.5 and 0.01 level. The result shows that there is significant difference between the adjustment pattern of female adolescents (college students) having more and less emotional maturity. So hypothesis 4 that there is no significant difference in adjustment pattern of high and less Emotional Maturity of female adolescents (college students), is rejected.

Table 5

N	M	SD	MD	SE	t-value	Remarks
42 (less emotional maturity)	22.16	6.72	2.97	1.29	3.74	Significant at 0.5 and 0.01 level
42 (more emotional maturity)	19.19	4.24				

Coefficient of correlation

The coefficient of correlation was calculated to see the relationship between Emotional Maturity and Adjustment pattern of adolescents.

Coefficient of correlation between Emotional Maturity and adjustment pattern of adolescents (N=200)

Table 4.6 reveals that the value of correlation is .19 which is significant at both at 0.5 and 0.01 level of significance. The value shows that there exists a positive and significant relationship between Emotional Maturity and Adjustment pattern of adolescents. It implies that a person who is emotionally mature also be adjusted well. Thus, Hypothesis 5 that there exists a significant relationship between Emotional Maturity and Adjustment pattern of adolescents is accepted.

Table 6

Emotional Maturity and Adjustment pattern	r=.19
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5. Conclusions

1. The result shows there is significant difference in the level of emotional maturity of male and female adolescents (college students).
2. The result also shows no significant difference in the level of adjustment of male and female adolescents (college students).
3. There is significant difference between the adjustment pattern of male adolescents (college students) having more and less emotional maturity.
4. There is significant difference between the adjustment pattern of female adolescents (College students) having more and less emotional maturity
5. It is revealed that there exists a significant relationship between Emotional Maturity and Adjustment pattern of adolescents.

6. Educational implications

The present study reveals that students should have emotional maturity for better adjustment. That is helpful to lead comfortable and adjusted life. So present study will help the parents, teachers and counsellors in many ways. The findings of the research reveals that the cooperative, confident and sensitive students are more adjusted because

they will have the ability to interact others in a pleasant way, are able to view the matters from all the angles, trust in oneself, aware and responsive to human behavior. If the students are more tactful, they will be able to hold delicate perception of the right things to say or do. They will have the ability to judge what is in the people’s mind and to choose the suitable course of action to use. The study has great bearing for the teachers, administrators etc. In order to emotionalize a child the teacher must be emotionally mature. Because emotionally mature teacher can develop well-adjusted personalities. The study is important for counsellors who can help the students to understand themselves better and enable them to deal with their strengths and weaknesses and become a well adjusted and emotionally mature. 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.

7. Suggestions for further studies

Research is an unending process, always inspiring the people to explore further and deeper. But the limitation of time, money and resources restrict the research to delimit its area to a greater extent. Therefore the present study opens up certain avenues for further researchers which are briefly listed below:

1. The present study is confined to Ludhiana district only. A similar study will be replicated in other states and cities.
2. The present investigation i.e. conducted on sample of 200 male and female college students. A similar study may be conducted on large sample also.
3. A comparative study can be carried out on urban and rural areas.

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