



A Study of Emotional Maturity of D.Ed. Students in Relation to their Adjustment

KEYWORDS

Emotional Maturity, Adjustment, D.Ed. Students

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ABSTRACT *The purpose of the present study was to see the relationship between emotional maturity and adjustment of D.Ed. students and to see the impact of gender and types of institutions on emotional maturity and adjustment. For this purpose 100 student of D.Ed. (50 boys + 50 girls) were selected from different colleges of Sonapat. To collect the required data for the present study EMS by Yashvir Singh and Bell adjustment inventory (R.K.Ojha) was administered on all subjects. Scoring was done according to the norms and instruction given in the manual and final analysis was completed by calculating mean, standard deviation, correlation and t-value. The results of the present study revealed that the Girls students are more emotional mature than boys students. The girls students are more adjusted with their environment than boys students and the government students are having more capabilities for adjustment than private students. This study also reveals that there exist a significant relationship between student's emotional maturity and adjustment level. The findings of the present study may be helpful to the students, teachers, principals, administrators and educational planners.*

INTRODUCTION

Performance in any Endeavour is largely contingent upon mental preparation, psychological strength and emotional maturity. Just as one preparation for competition by practicing psychological skill as well as increasing his/her strength and endurance, one must also prepare himself/herself mentally as well as emotionally. Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotions are aroused by happenings or circumstances that enhance the gratification of a person need or the realization of high goal. It has been said that a person's emotional reaction to a happenings depends both upon the nature of the happening itself and upon his own inner state. The concept of 'mature' emotional behavior at any level reflects the fruits of normal emotional development. It is a psychological term used to indicate that a person responds to the circumstances or environment in an appropriate manner. Maturity implies putting away of childish things and reading oneself as an adult ready to shoulder responsibilities that develop upon one in general in worldly affairs. One's emotional maturity also plays a significant part determining whether one's ventures are successful or not. Adjustment is a process through which requirements and situations. A person does not always get success according to his desires and efforts. The reason for this lies in an unfavorable situation or the limited capacities of the individual. When he fails in this effort some abnormality may appear in his behavior. There are so many factors which can influence the process of adjustment level of aspiration, socio economic status, family environment, school environment, anxiety frustration and above all his emotional maturity. **Nehra (2014)** conducted a study on "Relationship between Adjustment and Emotional Maturity of IX Class Students". In this study, Result revealed that: (i) there is no significant difference between the adjustment of boys and girls studying in class IX (ii) there is no significant difference between the emotional maturity of boys and girls studying in class IX & (iii) there is no significant relationship between Adjustment and emotional maturity. In a sense, adjustment is a unique pattern and depends

upon the personality and needs of the individual. Therefore, the emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. As each individual differs, so his needs and consequently his adjustment.

Emergence of the Study:-

Various students who are studying in colleges and universities when analyzed for their behavior were found to have disturbed behavior. From the review of different studies it becomes clear that many factors affect at this stage. As it is evident that mental imbalance, disturbed environment, anxiety and emotional immaturity adversely affect the efficiency of individual. The specific needs for identifying these phenomena of Emotional Maturity as a natural and inevitable essential outcome of student growth and development rather than among pathological symptom. The Emotional maturity and adjustment become important in the behavior of individuals. As the students are the pillars of the future generations their value pattern of Emotional Maturity are vital. So the present study intends to measure the Emotional Maturity and adjustment of D.Ed. students.

Objective of the Study:-

The researcher has framed the following objectives for the present study.

- To examine the impact of gender on emotional maturity of D.Ed. students.
- To examine the impact of types of institution on emotional maturity of D.Ed. students.
- To examine the impact of gender on adjustment level of D.Ed. students.
- To examine the impact of types of institution on adjustment level of D.Ed. students.
- To study the relationship between emotional maturity and adjustment level of D.Ed. students.

Hypothesis of the study:-

It was hypothesized that

- There is no significant difference between the emotional maturity of boys and girls studying in class D.Ed.
- There is no significant difference between the emotional maturity of government and private students studying in class D.Ed.
- There is no significant difference between the adjustment level of boys and girls studying in class D.Ed.
- There is no significant difference between the adjustment level of government and private students studying in class D.Ed.
- There is no significant relationship between adjustment and emotional maturity of students studying in class D.Ed.

Sample of the study:-

The sample of the present study consists of 100 students from Sonepat on the basis of random sampling technique.

Tools Used:

The instrument employs distinctive ways of describing and quantifying the data. The following tools were used for the collection of data in the present study:

- Emotional Maturity Scale developed by Yashvir Singh and Mahesh.
- BELL's Adjustment Inventory (R.K. OJHA, 1994)

Statistical Techniques used:-

The analysis & interpretation of the data was done by computing Mean, Standard Deviation (S.D.) Correlation and 't'-test and the results are given in the following sections:

Result and Discussion:

Table-1- Comparison of Emotional maturity of boy and girls studying in class D.Ed.

Table – 1

Variable	No. of Student	Mean	S.D.	't' value	Level of Significant	Remark
Emotional maturity	Boys 50	70.673	20.647	3.91	0.05	Significant
	Girls 50	87.88	20.65			

It is clear from Table-1 that girls were having higher mean scores (M=87.88) for emotional maturity than the boys (M=76.67). The computed value 't' is 3.91, which is significant at level 0.05. Hence, our Hypothesis-of the present study that "There is no significant difference in emotional maturity of boys and girls studying in class D.Ed." is rejected. It means both the groups are equal in their emotional competency.

Table :2- Comparison of Emotional maturity of government and private students studying in class D.Ed

Table – 2

Variable	No. of Student	Mean	S.D.	't' value	Level of Significant	Remark
Emotional Maturity	Govt. 50	81.46	22.659	0.342	0.05	Not Significant
	Private-50	77.58	21.77			

From the perusal of Table 2, it is observed that the mean of emotional maturity of government and private students are 81.46 and 77.58 and calculated t-value is 0.342 which

is less than the table value 1.98, this shows that there is no significant difference between Emotional maturity of government and private students studying in class D.Ed. Thus alternate hypothesis is accepted. It means that the government students are more emotional mature than private students.

Table : 3 - Comparison of Adjustment level of boys and girls studying in class D.Ed.

Table 3

Variable	No. of Student	Mean	S.D.	't' value	Level of Significant	Remark
Adjustment	Boys 50	45.1	22.287	0.343	0.05	Not Significant
	Girls 50	59.62	18.42			

Table 3 indicates not significant difference between the boys and girls adjustment scores. The mean score of girls was 59.62 and boys mean score was 45.1. Obtained difference between these two means is not significant on 0.05 levels. It means that boys were more adjustable than their counterpart's girls.

Table - 4: Comparison of Adjustment level of government and private students studying in class D.Ed.

Table – 4

Variable	No. of Students	Mean	S.D.	't' value	Level of Significant	Remark
Adjustment	Govt. 50	54.52	24.381	0.269	0.05	Not Significant
	Private 50	52.36	21.612			

A close look at Table 4 indicates that the "t" value (0.269) of adjustment scores is not significant at the 0.05 level. Hence, it is concluded that the difference in the level of adjustment between govt. and private students is not significant. The mean score of govt. was 54.52 and boys mean score was 52.36. Obtained difference between these two means is not significant on 0.05 level. So, the research hypothesis No. 4 is accepted.

Table : 5- Relationship between Emotional Maturity and Adjustment level of Students Studying in class D.Ed.

Table – 5

Variable	No. of Student	Mean	'r' value	Level of Significant	Remark
Emotional Maturity	100	79.52	0.662	0.05	Significant
Adjustment	100	52.36			

The result of table no-5 shows that mean score of emotional maturity significantly correlated with the mean score of adjustment. The results indicate that students who are emotional mature also well-adjusted in their life. On the other side students who have more emotional immaturity have poor adjustment in their life. The obtained correlation between the two is 0.662, which means that the two concerned variables are positively correlated to each other.

Discussion:

Findings of the present investigation are that the boys and girls studying in D.Ed. classes were not significantly differing in their adjustment and emotional maturity. From the close screening of the studies conducted by Gakhar S. C. (2003), Meenakshi & Saurashtra (2003) and Kaur (2001) found no significant difference in the emotional maturity of boys and girls. Sharma (1982) found that Boys and girls did not differ significantly on adjustment scores. Results disclose that a significant correlation exists between emotional maturity and adjustment of D.Ed. students. Sinha concluded in her study "A study of Emotional Maturity and adjustment of college student" found that there exists a positive relationship between adjustment and emotional maturity and a significant differences between boys and girls student in term of their emotional maturity and adjustment. Some other studies like Armin Mahmoud also reported the positive relationship of adjustment and emotional maturity.

Implications:

The present study has its implications for parents and school authorities and administrators in general. It is pertinent to say that if teachers, principals, policy makers, parents and well-wishers of the society want to enhance academic performance of the students, then they should think to improve their adjustment & emotional maturity through various ways in and outside the school campus.

The teacher should provide such atmosphere to children in which they can feel independent and secure. He should emphasize that the children in such a way that they feel as they are living at their home and with their parents. The school authority as well as the teacher should consider the above things, which ultimately help them to improve their performance in academics. School should conduct frequent meetings with the parents of students. Frequent meetings will make able the parents to know about their children performance and they start interfering in the children matter and this leads to better emotional relation between parents and children and this will certainly improve their emotional maturity of the children.

Conclusion:

The present study an attempt in the direction of finding the level of Emotional Maturity among D.Ed. students in relation to their adjustment. Based on the analysis of the data it is clear that there is a high positive relationship between emotional maturity and adjustment. It is also clear the girls have more Emotional Maturity than boys and boys are well adjusted than girls. The research can serve as a framework for development of students. Positive attitude of a student marked by acceptance, concentration and avoidant parenting is associated with student development of emotional maturity.

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