



## A STUDY ON ADJUSTMENT AND EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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**ABSTRACT** This research article briefly describes the study on adjustment and emotional maturity of higher secondary students with regard to type of school. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary students studying in Sivagiri taluk. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of adjustment and emotional maturity of higher secondary students are found to be moderate with regard to type of school. This research is also reveals that, government school students are better than private school students in their adjustment and there is a significant relationship between adjustment and emotional maturity of higher secondary students.

**KEYWORDS :** Adjustment, Emotional Maturity, Higher Secondary Students

### Introduction

Adjustment plays a vital role in the development of adolescents. Adjustment is a dynamic and continuous process. Adjustment is an essential characteristic of living a happy and peaceful life. Adjustment problem starts right from the birth of and continues till death. Adjustment is a kind of interaction between the individual and his or her environment. In other word adjustment is a lifelong process and can be defined as a person's interaction with his environment. Adolescence stage of life is full of stresses and strains. Adolescence period of human life is full of adjusted problems which are due to various physical changes, psychological changes, behavioral changes, cognitive changes etc. It becomes difficult for the adolescent to cope up with the various adjustment problems. Adolescent face several problems, in home, school, society and with their peer group. Home and school play pivotal role in the adjustment of an individual. It is a time of physical /sexual changes and these changes may cause psychological discomfort. The adolescent is a problem himself than others. He /she is not adjusted to his / her new role in life and a result his /her confused and maladjusted (Krishna J Vaghela, 2015).

Emotional maturity is the key to a happy and fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. In the present circumstance, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in the day-to-day life. According to Arthur.T.Jersild describes, "An adequate description of emotional maturity must take account of full scope of the individual capacity and powers, and of his ability to use and enjoy them. In its broadest sense emotional maturity means the degree to which the 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 for grief 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". (Mangal, 2007:98).

### Need and significance of the study

Teenage stage is very crucial stage in the student life; it is starting of Adolescence Group. Individual's adjustment problem is an important role to play in his /her overall development. The term adjustment refers to a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and the environment. The term adjustment in very strict sense denotes the results of equilibrium, which may be affected by either accommodation or adaptation. How the individual gets along or survives in his or her physical or social environment depends on adjustment (Devika, 2014). As the conditions in the environment changes constantly, every individual needs to modify or accommodate oneself with the environment. Thus adjustment is the maintenance of a harmonious relationship between man and the environment and the persons who comprise his physical or social environment, (Crow & Crow, 1956). Emotional pressure is increasing day by day at adolescent stage. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture and to a

great extent on the programmes watched on television (Jadab Dutta, Pranab Chetia and J.C Soni, 2013). Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. Emotional maturity can be called as a process of impulse control through the agency of self or ego. A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, intellectual and socio-behavioural changes occur in life. In this context it is imperative to assess the relationship between adjustment and emotional maturity of higher secondary students.

### Objectives of the study

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

1. To find out the level of adjustment and emotional maturity of higher secondary students.
2. To find whether there is any significant difference among government, aided and private school higher secondary students in their adjustment and emotional maturity.
3. To find whether there is any significant relationship between adjustment and emotional maturity of higher secondary students.

### Hypotheses

1. There is no significant difference among government, aided and private school higher secondary students in their adjustment and emotional maturity.
2. There is no significant relationship between adjustment and emotional maturity of higher secondary students.

### Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of "Emotional maturity scale" comprises of 45 items which was developed by Yasir singh and Mahesh Bharagave in the year 1990 and "Adjustment inventory" comprises of 29 questions, which was developed and validated by the Murugeswari (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 higher secondary students studying in Sivagiri taluk. The data were analysed using Mean, Standard Deviation, 'F' test and Pearson product moment correlation.

### Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

**Table: 1 Level of adjustment and emotional maturity of higher secondary students with respect to type of school**

Variable	Adjustment			Emotional maturity		
	Low	Average	High	Low	Average	High
	N	%	N	%	N	%

Government	13	10.8	81	67.5	26	21.7	21	17.5	79	65.8	20	16.7
Aided	8	8.9	76	84.4	6	6.7	14	15.6	73	81.1	3	3.3
Self finance	15	16.7	70	77.8	5	5.6	12	13.3	68	75.6	10	11.1

It is inferred from the above table that 10.8% of government school higher secondary students have low, 67.5% of them have moderate and 21.7% of them have high level of adjustment. 8.9% of aided school higher secondary students have low, 84.4% of them have moderate and 6.7% of them have high level of adjustment and 16.7% of private school higher secondary students have low, 77.8% of them have moderate and 5.6% of them have high level of adjustment

17.5% of government school higher secondary students have low, 65.8% of them have moderate and 16.7% of them have high level of emotional maturity. 15.6% of aided school higher secondary students have low, 81.1% of them have moderate and 3.3% of them have high level of emotional maturity and 13.3% of private school higher secondary students have low, 75.6% of them have moderate and 11.1% of them have high level of emotional maturity.

**Ho1:** There is no significant difference among government, aided and self-finance school higher secondary students in their adjustment and emotional maturity.

**Table:2 Difference among government, aided and self-finance school higher secondary students in their adjustment and emotional maturity**

Variables	Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculate d 'F' value	Remarks
Adjustment	Between	460.731	2	230.366	3.530	S
	Within	19383.256	297	65.263		
Emotional maturity	Between	884.061	2	442.031	1.676	NS
	Within	78324.189	297	263.718		

(at 5% level of significance, for (2,297) df the table value of 'F' is 3.03, S- Significant)

It is inferred from the above table that there is significant difference among government, aided and self-finance school higher secondary students in their adjustment. But, there is no significant difference among government, aided and self-finance school higher secondary students in their emotional maturity.

**Ho2:** There is no significant relationship between adjustment and emotional maturity of higher secondary students.

**Table: 3 Relationship between adjustment and emotional maturity of higher secondary students**

Variables	N	Calculated value	Remarks
Adjustment and Emotional maturity	300	0.254	S

(at 5% level of significance, the table value of 'r' is 0.115, S- Significant)

It is inferred from the above table that there is a significant relationship between adjustment and emotional maturity of higher secondary students.

**Findings of the study**

The major findings derived from the study are:

1. The level of adjustment and emotional maturity of higher secondary students are found to be moderate with regard to type of school.
2. There is significant difference among government, aided and self-finance school higher secondary students in their adjustment. The Tukey test result shows that, Government school students are better than private school students in their adjustment.
3. There is significant relationship between adjustment and emotional maturity of higher secondary students.

**Conclusion**

The paper attempted to deal with an important issue of adjustment and emotional maturity of adolescent students. Emotional pressure is increasing day by day at adolescent stage. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. Emotions have strong link with urges, needs and interests. A healthy emotional development cultivates in emotional maturity. If a student who is emotionally stable will have better

adjustment with himself as well as with others. In this study, government school students are better than private school students in their adjustment. So, it is an important for teacher and parents to convey their children the importance of emotional maturity by being emotionally expressive towards them. Teachers and parents should help the children to express their emotion freely in the classroom and home respectively.

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