



A STUDY ON EMOTIONAL MATURITY AND SOCIAL ADJUSTMENT IN VISUALLY CHALLENGED STUDENTS IN CHENNAI DISTRICT

POOVIZHI. P.

SRM School of Teacher Education and Research, SRM university, Kattankulathur, Chennai, Tamil Nadu, India.

SENTHIL KUMAR R

SRM School of Teacher Education and Research, SRM university, Kattankulathur, Chennai, Tamil Nadu, India.

ABSTRACT

The study revealed that there is a relationship between emotional maturity and social adjustment in visually challenged college students. The objective of the study was to find out the relationship between emotional maturity and social adjustment in visually challenged college students in Chennai. The sample included 169 visually challenged students selected by simple random technique. Emotional maturity and Social adjustment questionnaire were used for data collection. The major findings of the study were that there was a significant relationship between Emotional maturity and Social adjustment in visually challenged college students in Chennai.

KEYWORDS

Emotional maturity and Social adjustment.

Introduction

Today we are living in the world of globalization. Every society has its own ways of living thinking, culture, traditions, rules, laws and belief. This enables to establish a balance between the society and the individual. During this process some of his needs are satisfied and some of them he has to compromise. He has to maintain a balance and adjust in his society. This ability of an individual to adjust is a measure of personality. For this, all round development of the individual is necessary.

Education is a process, where knowledge is not an end in itself, but a means to promote general welfare. Education equips the students to face life and also prepares him to face the changing social trends. Education plays an important role in moulding the character and personality of an individual.

The concept of 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 human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity.

College students 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.

Objectives of the present study

- To find out whether there is any significant difference in Emotional maturity & social adjustment in visually challenged students
 - Gender
 - Level of impairment
- To find out whether there is any significant relationship in emotional maturity and social adjustment in visually challenged students.

Hypotheses of the present study

(H1) There is no significant difference in Emotional maturity with respect to

- Gender
- Level of impairment

(H2) There is no significant difference in Social adjustment with respect to

- Gender
- Level of impairment

(H3) There is no significant relationship between Emotional

maturity and Social adjustment in Visually Challenged Students.

Method of study

- Descriptive method.

Sample

- 169 Visually challenged students will be selected as sample from different colleges in Chennai District by simple random sampling method.

Analysis and Interpretation of the study

(H1a) There is no significant difference in Emotional maturity with respect to gender

Table 1.1

Variable	Gender	Number	Mean	Standard Deviation	Critical Ratio	Remarks at 0.05% Level
Emotional Maturity	Male	106	48.96	12.23	2.301	S
	Female	63	44.54	11.83		

From the above table (1.1) it is found that the calculated value of critical ratio (2.301) is greater than the table value (1.96) at 0.05 level of significance. Thus there is a significant difference in the mean score of Male and Female in their Emotional maturity. Hence the null hypothesis is rejected.

(H1b) There is no significant difference in Social adjustment with respect to gender

Table 1.2

Variable	Gender	Number	Mean	Standard Deviation	Critical Ratio	Remarks at 0.05% Level
Social adjustment	Male	106	25.42	6.834	.0332	N.S
	Female	63	25.06	6.360		

From the above table (1.2) it is found that the calculated value of critical ratio (.0332) is lesser than the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the mean score of Male and Female in their Social adjustment. Hence the null hypothesis is accepted.

- (H2a)** There is no significant difference in Emotional maturity with respect to Level of impairment

Table1.3

Variable	Impairment	Number	Mean	Standard Deviation	Critical Ratio	Remarks at 0.05% Level
Emotional Maturity	Fully	98	49.62	11.804	2.947	S
	Partially	71	44.13	12.184		

From the above table(1.3) it is found that the calculated value of critical ratioit (2.947) is greater than the table value (1.96) at 0.05 level of significant. Thus there is a significant difference in the mean score of Fully and Partially in their Emotional maturity. Hence the null hypothesis is rjected.

- **(H2b)** There is no significant difference in Social adjustment with respect to Level of impairment

Table1.4

Variable	Impairment	Number	Mean	Standard Deviation	Critical Ratio	Remarks at 0.05% Level
Social adjustment	Fully	98	26.01	5.784	1.678	N.S
	Partially	71	24.28	7.605		

From the above table(1.2) it is found that the calculated value of critical ratioit (1.678) is lesser than the table value (1.96) at 0.05 level of significant. Thus there is no significant difference in the mean score of Fully and Partially in their Social adjustment. Hence the null hypothesis is accepted.

- **H3** There is no significant relationship in Emotional maturity and Social adjustment in visually challenged college students.

Table1.5

Variable	Number	Df	'r' Value	Remarks at 0.05% Level
Emotional Maturity & Social adjustment	169	167	0.145	S

From the above table(1.5) it is inferred that the calculated 'r' value (0.145) is greater than the table value (0.139) for the degree of freedom 167 at 0.05 level of significance. Hence there is significant relationship between Emotional maturity and Social adjustment. Hence the above framed null hypothesis is rejected.

Discussion of the result

From the above analysis there is significant difference in the mean score of Gender and level of Impairment with respect to Emotional maturity. emotional maturity high in male gender it may be due to high confidence and stability level better than the female.

Emotional maturity is high in fully impaired it may be due to lack of depressive, fear and inferiority complex when we compared with partially impaired college students.

There is no significant difference in the mean score of Gender and level of Impairment with respect to Social adjustment. This may be due to equality in education, inclusive education and home environment.

There is significant relationship in Emotional maturity and Social adjustment which may be emotionally matured visually challenged college students can adjust with the society.

Recommendations

- Govt can impliment inclusive education in all colleges .
- Training to the visually challenged students in developing skills, emotional and social adjustment.
- Orientation programme for teachers to improve Emotional and Social adjustment skills.

Conclusion

This study useful for knowing emotional maturity and social

adjustment in visually challenged college students. It can further help research as to develop a good emotionally stable students.

References

1. Ansari, A.(1972): Indian Journal of Psychology, Vol.47(2).
2. Best J.W.(1986): Research in Education, Fifth Edition, Fifty Edition.
3. Broota, K.D. (2006): Experimental Design in Behavior Research; New Age International Limited.
4. Bhatnagar, R.P. (2007) Reading in Methodology of Research in Education; R. Lall Book Depot, Meerut.
5. Cole, Charles. L.Cole Annal (1979) Psychological Abstract, Vol.64(2).