

EMOTIONAL MATURITY AS A DETERMINANT OF ADJUSTMENT AMONG COLLEGE STUDENTS

Dr. Rachhpal Singh*

ABSTRACT

The purpose of present paper was to study emotional maturity as a determinant of adjustment among college students. The sample consists of 200 college going students (100 male and 100 female) teaching in various colleges of Ludhiana and Moga districts of Punjab. For collecting data, Emotional Maturity Scale (EMS) (1990) by Singh and Bhargava and adjustment inventory for college students by Sinha and Singh (1968) were used. Result reveals that there exists a significant relationship between adjustment and emotional maturity among college students. Male students show more emotional maturity than female students. Male students are more adjusted than female students. There exists a significant positive relationship between the mean scores of adjustment and emotional maturity among college going students. Those students having high emotional maturity are highly adjusted than students having low emotional maturity

Keywords: Emotional Maturity, Adjustment, College Students.

Emotion is the complex psycho-physiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviors, and conscious experience." Emotion is associated with mood, temperament, personality and disposition and motivation. Motivations direct and energize behavior, while emotions provide the affective component to motivation, positive or negative. Emotional Maturity is that characteristic of emotional behavior that is generally attained by an adult after the expiry of his adolescence period. After attaining emotional maturity he is able to demonstrate a well-balanced emotional behavior in his day to day life. A person may said to be emotionally matured if he has in his possession almost all types of emotions positive or negative and is able to express them at the appropriate time in an appropriate degree. It indicates one's ability and capacity to effectively evaluate emotions of one-self and others, balancing state of heart and mind, adaptability and flexibility etc. Crow and Crow (1962), "The emotionally mature or stable individual regardless of his life, is

one who has the ability to overcome tension, to disregard certain emotion stimulators, that affects the young and to view himself objectively as he evaluates his assets and liabilities and strive towards an important integration of his thoughts, his emotional attitudes and his overt behavior, so the mature behavior is said to have control over his emotions."

The dictionary meaning of the word 'Adjustment' is, to fit, to make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. Adjustment is a satisfactory relation of an organism to its environment. As a process it describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. Srivastva (1996) explained Adjustment is a harmonious relationship with the environment in which most individual needs are satisfied in socially acceptable ways and resulting in forms of behavior, which may range from passive conformity to vigorous action. Enochs and Roland (2006) examined

* Assistant Professor, GHG Khalsa College of Education, Guruser-Sadhar, Ludhiana

the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen's academic and overall adjustments. The study found that boys had significantly higher overall adjustment levels than girls regardless of living environment. Mangal and Aminabhavi (2007) that the adolescents children of employed mothers have greater emotional maturity than that of housewives. The results indicate that students having less scores in emotional maturity scale ($m = 87.7$) have less scores in adjustment inventory ($m = 139.9$) it also means that when emotional maturity is high the general level of adjustment is also good. The obtained correlation between the two is 0.78, which means that the two concerned variables are highly correlated to each other. Sivakumar (2010) found that the sex, community and the family type they belong to do not play any role (no significant difference) in the emotional maturity of the college students. But it is inferred from that the religion the college students belongs to shows significant difference in their emotional maturity. Nehra (2014) found no significant relationship between Adjustment and emotional maturity in own study.

Objectives of the Study

- To understand the emotional maturity level among college going students of two districts of Punjab.
- To calculate percentage analysis of the scores of emotional maturity among college going students.
- To find significant difference if any exists in emotional maturity among college going students.
- To study the adjustment pattern among college going students.
- To find the relationship between emotional maturity and adjustment pattern among students.
- To find the significant differences in the mean scores of adjustment at different levels of emotional maturity.

Sample

In the present study, keeping the limited source of time and money only 200 college students of

Moga and Ludhiana district were randomly selected. Out of the 200 students, 100 were rural and 100 were urban of both the districts. Out of 100 urban students, 50 were male and 50 were female of Moga and Ludhiana district.

Measures

For the purpose of the study *Emotional Maturity Scale (EMS)* (1990) by Singh and Bhargava and adjustment inventory for college students by Sinha and Singh (1968) were used.

Procedure

In this study, descriptive survey method was employed. Above mentioned measures were employed to collect data from selected sample of 200 college students. Data was analyzed with descriptive and inferential statistics.

Discussion of Results

Hypothesis H_1 : There exists a significant relationship between the mean scores of adjustment and emotional maturity among college going students

Table 1: Scores of Emotional maturity and Adjustment (Total Sample)

No.	Variable	Mean	S.D.	r
200	Emotional Maturity	98.96	22.35	0.51
200	Adjustment	45.69	13.02	

Mean scores of Emotional maturity and Adjustment are 98.96 and 45.69, SD 22.35 and 13.02 respectively and 'r' is 0.51 which is significant. Therefore students which are having more emotional maturity are more adjusted in the college and life.

Hypothesis H_2 : There exists no significant difference in the mean scores of Adjustment at different levels of emotional maturity (high and low).

Table 2: Scores of Adjustment in relation to levels of emotional maturity

	No.	Mean	S.D.	t-ratio
Low Emotional maturity	54	42.24	9.97	3.17
High Emotional maturity	54	48.64	10.19	

Mean score of Adjustment of college students at high levels of emotional maturity is 48.64 and SD is 10.19 and at low level of emotional maturity is

42.24 and SD is 9.97 respectively, t-ratio value is 3.17, which is significant. This shows that there exists a significant difference in scores of adjustment at high and low levels of emotional maturity. Therefore, those students having high emotional maturity are highly adjusted than students having low emotional maturity.

Findings

- 28% female students are emotionally mature where as 46% male students are emotionally mature.
- 30% female and 49% male students have satisfactory/good adjustment.
- Numbers of emotionally mature male students are more than emotionally mature female students.
- Numbers of male students who are excellent in adjustment are more than female students.
- Emotional maturity and adjustment are positively correlated.
- There exists significant difference in scores of adjustment and emotional maturity among male and female students.
- Rural and urban students show equal level of emotional maturity.
- Male students show more emotional maturity than female students.
- Male students are more adjusted than female students.

- There exists a significant positive relationship between the mean scores of adjustment and emotional maturity among college going students.
- Those students having high emotional maturity are highly adjusted than students having low emotional maturity

References

- Crow, L.D. and Crow, A. (1962). *Child Development and Adjustment*. New York: TheMcMillan Company.
- Enochs, W.K., & Roland, C.B. (2006). Social adjustment of college freshmen: the importance of gender and living environment [Electronic version]. *College Student Journal*, 40(1), 63-72.
- Mangal, S. & Aminabhavi V.A. (2007). Self concept, emotional maturity and achievement motivation of the adolescent. Children of employed mothers and home-makers. *Indian Academy Appl. Psychol.*, 33(1): 103-110.
- Nehra, S. (2014). Relationship between Adjustment and Emotional Maturity of IX Class Students. *Educationia Confab* Vol. 3, No. 2, February 2014
- Sinha, A.K. and Singh, R.P. (1968). Inventing for college students, Agra: NPC.
- Singh, Y. and Bhargwava, M. (1990). Emotional maturity scale, Agra : NPC.
- Sivakumar, R. (2010). *A study on attitude towards democracy in relation to social and Emotional maturity*. Ph.D Thesis, Annamalai University.
- Srivastava, S.K. (1996). Adjustment, personality and self-perception among engineering and medical students. *Journal of Educational Research and Extension*, 33(2), 84-94