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RESEARCH ARTICLE

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## EFFECT OF EMOTIONAL MATURITY ON ACADEMIC ACHIEVEMENT AND SOCIAL ADJUSTMENT AMONG COLLEGE STUDENTS

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### ABSTRACT

The present study aims to investigate the effect of emotional maturity on academic achievement and social adjustment among college students. Emotional maturity is the ability to manage our emotions which helps us to achieve our goals and desires. On the other hand, adjustment is to make a change in our behavior patterns and needs just to balance a situation. Both concepts play important roles in the lives of students. For this purpose, 140 students of BA-2nd semester (boys and girls) were selected from different colleges of South 24 Paragans district of West Bengal. They were in the age group between 20-24 Years. The sample was selected on the basis of random sampling technique. A descriptive survey research design was followed to conduct the study. The study used Emotional Maturity Scale (Dr. Singh & Dr. Bhargava 1989) and Social Adjustment Inventory (Hugh M. Bell) as tools. Results were analyzed using the statistical package Survey of SPSS. The result revealed that there was a negative and significant relationship between emotional maturity and academic achievement of college students. There was no significant relationship between emotional maturity and social adjustment of college students.

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## INTRODUCTION

Now a days life is too stressful as there is a lot of hassle in day-to-day activities which affect our mental health. Life is too fast now. In many cases, both the parents are working and eventually have tension and pressure in their workplace and home. So it affects the mental health of the parents as well as their children. Many factors affect a child's mental health such as anxiety, depression, unhealthy home environment. If a child is not mentally healthy it affects his adjustment in all the fields of life. Mental health affects a child's emotional maturity and adjustment also. Emotional maturity is an effective determinant of behavioral patterns (AnandKunwar& Kumar, 2014). The goal of any educational program is to help students become emotional, emotional refers to emotions, and maturity refers to responding appropriately to stimuli in specific situations (Roja, Sasikumar&Fathima, 2013; Wani&Masih, 2015). Emotional maturity refers to a person's readiness to deal with adverse emotional reactions. It is a person's ability to control emotions and face the reality of life (Jordan &Elyon, 1939). By understanding ourselves and connecting with our feelings and needs, we can meet our needs as well as become a mature person. Our emotional maturity is our emotions. Describes the ability to manipulate and examine, assess others mental states, and influence their judgments and actions.

Emotional maturity is defined as the ability of self-control which refers to the right behavior at the right time. Emotional maturity helps to regulate adolescent development (Sinha&Bhargava, 2010). The emotional maturity is best defined as our ability to become sensitive to our environment and the people we interact with. Our perceived emotions allow us to control situations and create solutions. This emotional maturity is also known as having a sense of self. Adjustment is a continuous process. Adjustment involves the ability to solve one's personal problem in a socially acceptable and constructive way. Adjustment means the ability to deal with life effectively to satisfy personality's needs in constructive way. A well-adjusted person can easily accommodate or adopt himself to change circumstances by making necessary changes in his behaviour. An adjusted person's level of aspiration is neither too low nor too high in terms of his own strengths and abilities. Social Adjustment is the amalgamation of social skills and social competence. It can be explained as follows- social skills are a specific set of abilities which include both verbal and non-verbal behaviour, and also all the cognitive abilities which are necessary for optimum social performance. Social competence is an overall ability of the person to form a positive impact in the social setting in which he/she is present. Thus, social adjustment can be called the meeting of a person's skill set and the ability to form a desirable impact in his/her social setting. In society academic achievement is believed as a key principle to

check an individual's total capabilities and potentialities. So, it possesses a very imperative place in education as well as in the learning process. Academic achievement is the outcome of education. The respondents, teachers and institutions focus on achieving their educational goals. It is commonly measured by examinations or assessments but it varies from institutions to institutions. Academic achievement is a term refers to the performance of the respondents. Academic achievement also indicates the progress regarding knowledge acquisition and educational skills developed in various school subjects, generally decided by test scores.

## REVIEW LITERATURE

**Chirag S. & Koul P. (2022)** investigated on "*Emotional maturity and shelf concept among under graduate college students*". The objective of the study was to study emotional maturity of male and female undergraduate students. The study was conducted to examine the emotional maturity and shelf concept of male and female students of Jammu, 59 were male and 59 female students, age between 19-22 years. Data were collected using the Emotional maturity scale by Singh and Bhargava and shelf-concept questionnaire used by Saraswat. Findings of the study suggested that there was significant difference between emotional maturity of male and female undergraduate students.

**Kondala Rao T. & Saxena A. (2021)** conducted "*A study on relationship between Internet usage and Emotional maturity of higher secondary students*". The objective of the study was to investigate the effect of internet usage on emotional maturity of students at higher secondary level. The Descriptive study was conducted on a sample of 200 students (100 Boys and 100 girls) from rural and urban schools of Agra District. Data were collected using the Emotional maturity scale (Singh & Bhargava 2012) and Internet usage scale (Saini & Kaur, 2017). The findings of the study suggested that there was a positive relationship between the emotional maturity and Internet usage.

**Hamid G. et al. (2021)** investigated on "*Susceptibility to empathy and its relationship to Emotional maturity among university students*". The objective of the study was to identify the relationship between the two variables of empathy and emotional maturity among university students. The Descriptive study was conducted on a sample of 400 students (200 males and 200 females) from Diyala University for the morning study, for the academic year 2019-2020, and they were selected according to the random stratified method of equal distribution.

**Ismail M.S et al. (2021)** investigated on "*Emotional maturity among student Disciplinary problems in secondary school at Terengganu*". The objectives of the study were to analyze students' Emotional maturity level and to identify differences regarding emotional maturity based on gender factors. The study was conducted on sample of 361 students of government secondary schools (182 male and 179 female). They were selected by stratified random sampling method from eight districts in Terengganu. A descriptive research designed was followed to conduct the study. The study used Emotional maturity scale (Dr. Singh & Bhargava, 1989). The findings of the study suggested that there were differences in emotional maturity based on gender factors.

**Kaur R. & Sharma S. (2022),** investigated on "*Gender difference in Social adjustment and Interpersonal support among undergraduate students*". The objectives of the study were to investigate the gender differences and relationship between social adjustment and interpersonal support among university students of Punjab. The sample consisted of 480 (240 boys and 240 girls) University students randomly selected from three purposively selected government Universities of Punjab state. The Social adjustment of the university students was measured by using the Social adjustment scale and Interpersonal support evaluation scale was used to measure the peer support available to university students.

The findings of the study suggested that male students had displayed significantly better social adjustment and interpersonal support than their female counterparts.

**Mondal C. (2021)** conducted "*A Comparative study on Social Adjustment within rural and urban adolescent students*". The objective of the study was to find out whether significant difference exists in the social adjustment of adolescent learners in terms of age. The Survey method was conducted on the sample of 140 subjects classified as 70 rural (35 male and 35 female) and 70 urban (35 male and 35 female) adolescent student of South 24 Pargana District (Including Baruipur). Data were collected by Adjustment Inventory (Dr. Rama Pal, 1985). The findings of the study suggested that significant difference existed in social adjustment among the school going adolescents.

**Ge Y. et al. (2021),** investigated on "*Associated effects of meaning in life and Social adjustment among Chinese undergraduate students with left-behind experiences in the post-epidemic period*". The study addressed how such students feel and grasp the meaning in life and how they adapt to the current social environment after experiencing the impermanence of life. The meaning of life and the social adjustment scale were used to test 988 under graduate students. The findings of the study suggested that there were correlation between the meaning in life and social adjustment in the post-epidemic period.

**Alipio M. M. (2020),** conducted a study on "*Adjustment to college and academic performance: Insights forms Filipino college freshmen in an allied health science course*". The objectives of the study were to know the relationship between the level of adjustment to college and academic performance of first year Radiologic Technology students of a higher education institution in the Philippines. A descriptive co-relational study using survey questionnaire was employed to 132 respondents. Findings of the study suggested that there was no significant relationship between the level of adjustment to college and academic performance of first year Radiologic Technology College Students.

**Rationale of the study:** Good academic achievement is one of the strong indicators for prospective success in students' lives and it is significant in initiating career. Many factors influence the academic achievement of students viz. family and school environment, parenting, attitude, study habits, motivation, cognitive and non-cognitive factors, socio-economic status of family etc. Emotional maturity may here gain an importance as influential variable to academic achievement and social adjustment of college students. Various students who are studying in colleges, belongs to the later stages of adolescence. Analyzing the behaviour of such students shows that they have disturbed behaviour. The emotional maturity and adjustment become important in the behaviour of individuals. As the students are the pillars of the future generations their value pattern of emotional maturity is vital. Emotional maturity helps students adapt to their society. Therefore, this study attempts to find out the emotional maturity and social adjustment of college students in South 24 Parganas district. This Study will further evaluate the relationship of these two variables with college student's academic achievement.

**Objectives of the study:** The following objectives have been framed by the researchers for this study:

1. To study the difference between male and female students in respect of emotional maturity;
2. To study the difference between male and female students in respect of social adjustment;
3. To study the relationship between emotional maturity and social adjustment of college students;
4. To study the relationship between emotional maturity and academic achievement of college students;
5. To study the difference between high emotional matured students and low matured students in their academic achievement;

- 6. To study the difference between high socially adjusted students and low socially adjusted students in their academic achievement.

**Hypotheses of the study**

The hypotheses of the study were framed on the bases of objectives. The hypotheses of the study were as follows:

- H<sub>0</sub>1:** There would be no significant difference between male and female students in respect of emotional maturity;
- H<sub>0</sub>2:** There would be no significant difference between male and female students in respect of social adjustment;
- H<sub>0</sub>3:** There would be no significant relationship between emotional maturity and social adjustment of college students;
- H<sub>0</sub>4:** There would be no significant relationship between emotional maturity and academic achievement of college students;
- H<sub>0</sub>5:** There would be no significant difference between high emotional matured students and low emotional matured students in their academic achievement;
- H<sub>0</sub>6:** There would be no significant difference between high socially adjusted students and low socially adjusted students in their academic achievement.

**METHODOLOGY**

As the investigators had to collect information by going field, the descriptive survey study was carried out in the present study. The population of the study consisted of college students of South 24 Parganas District of West Bengal. The present study comprises a sample of 140 students from various government college of South 24 Parganas district of West Bengal. The subjects were classified as 60 male and 80 female students from different colleges. Their age ranged from 20 years to 24 years. The sample was selected on the basis of random sampling technique.

**Variables of the study**

**Independent Variable:** Emotional maturity.

**Dependent Variable:** Social adjustment and Academic achievement.

**Tools used:** The researchers used some questionnaire as tools for obtaining relevant data from college students of South 24 Parganas district.

**Emotional Maturity Scale (EMS):** The scale was developed by Yashvir Singh and Mahes Bhargava. Emotional maturity scale has a total of 48 items. This scale is meant for adolescents and adults. It is a self-reporting five-point scale. Items of the scale are in questionnaire form demanding information for each in order of the five options- Very much, Much, Undecided, Probably, Never. The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never a score of 1 is to be awarded. Therefore, total score on the scale is indicative of emotional maturity whereas the greater the total score on the scale is expressed in terms of emotional immaturity.

**Social Adjustment Inventory (SAI):** The scale was developed by Hugh M. Bell. The Inventory has been successful when used with persons of high-schools and colleges. It is suitable for use with both sexes. The high reliabilities of the measures make possible comparisons of one individual with another. Inventory Measure 4 Different Dimensions of Adjustment such as home, health, social and emotional isolation as well as overall. Among these five dimensions, the researchers studied only on social adjustment. There were 34 test items including positive and negative statement. The process of scoring inventory is very simple. Under this scale, one mark is awarded for agreeing (1) for positive statements and (1) on

disagreeing for negative statements. For the analysis of the test, 140 students were randomly selected from different colleges of South 24 Parganas district. Their responses were calculated on the bases of agree/disagree points. Points were awarded for agreeing with the positive statements (1) and for disagreeing with the negative statements (1). A higher score indicates less adjustment on the contrary.

**Academic Achievement:** Total percentage of marks of final examination of previous class of college students were taken as academic score.

**Results and Interpretation:** The results and interpretation of the data presented in accordance with the objectives and hypotheses of the study.

**H<sub>0</sub> 1:** There would be no significant difference between male and female students in respect of Emotional Maturity.

Group Statistics					
Emotional Maturity Score	Student type	N	Mean	Std. Deviation	Std. Error Mean
	Female	79	97.09	17.081	1.922
	Male	60	116.13	27.251	3.518

**Independent Samples t-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
EMS	Equal variances assumed	1.723E1	.000	-5.045	137	.000
	Equal variances not assumed			-4.751	93.190	.000

**Interpretation:** The above table indicated that the obtained t-value of EMS was significant at 0.01 levels. Hence it could be said that there was significant difference between male and female students in respect of Emotional Maturity.

**H<sub>0</sub> 2:** There would be no significant difference between male and female students in respect of social adjustment.

Group Statistics					
Social Adjustment	Student type	N	Mean	Std. Deviation	Std. Error Mean
	Female	79	14.49	5.335	.600
	Male	60	16.82	4.545	.587

**Independent Samples t-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
SA	Equal variances assumed	3.633	.059	-2.708	137	.008
	Equal variances not assumed			-2.767	135.141	.006

**Interpretation:** The above table indicated that the obtained t-value of SA was significant at 0.01 levels. Hence it could be said that there was significant difference between male and female students in respect of Social Adjustment.

**H<sub>0</sub> 3:** There would be no significant relationship between emotional maturity and social adjustment of college students.

**Correlations**

		Emotional Maturity Score	Social Adjustment Score
Emotional Maturity Score	Pearson Correlation	1	-.135
	Sig. (2-tailed)		.112
	N	140	140
Social Adjustment Score	Pearson Correlation	-.135	1
	Sig. (2-tailed)	.112	
	N	140	140

**Interpretation:** The above table indicated that the obtained correlation was not significant at 0.05 level of significance. Hence, it could be said that there was no significant relationship between emotional maturity and social adjustment of college students.

**H<sub>0</sub> 4.** There would be no significant relationship between emotional maturity and academic achievement of college students.

- There was significant difference between male and female students in respect of emotional maturity.
- There was significant difference between male and female students in respect of social adjustment.
- There was no significant relationship between emotional maturity and social adjustment of college students.
- There was a negative and significant relationship between emotional maturity and academic achievement of college students.
- There was no significant difference between high emotional matured students and low emotional matured students in their academic achievement.
- There was no significant difference between high socially adjusted students and low socially adjusted students in their academic achievement.

**Correlations**

		Emotional Maturity Score	Academic Achievement Score
Emotional Maturity Score	Pearson Correlation	1	-.192*
	Sig. (2-tailed)		.023
	N	140	140
Academic Achievement Score	Pearson Correlation	-.192*	1
	Sig. (2-tailed)	.023	
	N	140	140

\*. Correlation is significant at the 0.05 level (2-tailed).

**Interpretation:** The above table indicated that the obtained correlation was significant at 0.05 levels. Hence, it could be said that there was a negative and significant relationship between emotional maturity and academic achievement of college students.

**H<sub>0</sub> 5.** There would be no significant difference between high emotional matured students and low emotional matured students in their academic achievement.

Group Statistics					
Academic Achievement	Emotional maturity Level	N	Mean	Std. Deviation	Std. Error Mean
	High	46	65.89	13.259	1.955
	Low	46	68.48	12.764	1.882

**Independent Samples t-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
AA	Equal variances assumed	.193	.662	-.953	90	.343
	Equal variances not assumed			-.953	89.870	.343

**Interpretation:** The above table indicated that the obtained t-value of Emotional Maturity was not significant even at 0.05 level of significance. Hence it could be said that there was no significant difference between high emotional matured students and low emotional matured students in their academic achievement.

**H<sub>0</sub> 6:** There would be no significant difference between high socially adjusted students and low socially adjusted students in their academic achievement.

Group Statistics					
Academic Achievement	Social Adjustment Level	N	Mean	Std. Deviation	Std. Error Mean
	High	46	68.24	13.335	1.966
	Low	46	71.42	13.603	2.006

**Independent Samples t-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
AA	Equal variances assumed	.020	.887	-1.132	90	.261
	Equal variances not assumed			-1.132	89.964	.261

**Interpretation:** The above table indicated that the obtained t-value of Social Adjustment was not significant at 0.05 level of significance. Hence, it could be said that there was no significant difference between high socially adjusted students and low socially adjusted students in their academic achievement.

**Findings of the Study**

Findings of the study were:

**CONCLUSION**

The result from this study concludes that there is significant difference between male and female students in respect of emotional maturity. In others words emotional maturity is not equal between male and female students. The study observed higher emotional maturity in boys than girls.

Social adjustment is not equal between male and female students. The study observed higher social adjustment in boys than girls. No significant difference was found between high emotional matured and low emotional matured students in their academic achievement. Academic achievement is found to be equal between high socially adjusted students and low socially adjusted students. The present study indicated that no significant relationship was found between emotional maturity and social adjustment of college students. The results of this study indicated a negative and significant relationship between emotional maturity and academic achievement of college students. In other words, if a student is highly emotionally mature then his academic achievement will be poor.

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