

# International Journal of Statistics and Applied Mathematics

ISSN: 2456-1452  
Maths 2023; SP-8(5): 1146-1147  
© 2023 Stats & Maths  
<https://www.mathsjournal.com>  
Received: 14-07-2023  
Accepted: 09-08-2023

**Simran Rani**  
Ph.D. Scholars, Department of  
Human Development and  
Family Studies, Chaudhary  
Charan Singh Haryana  
Agricultural University, Hisar,  
Haryana, India

**Rajni Rana**  
Ph.D. Scholars, Department of  
Human Development and  
Family Studies, Chaudhary  
Charan Singh Haryana  
Agricultural University, Hisar,  
Haryana, India

**Corresponding Author:**  
**Rajni Rana**  
Ph.D. Scholars, Department of  
Human Development and  
Family Studies, Chaudhary  
Charan Singh Haryana  
Agricultural University, Hisar,  
Haryana, India

## College students' emotional growth and their level of adjustment

**Simran Rani and Rajni Rana**

### Abstract

A person attempts to balance his needs and circumstances through the process of adjustment. Success does not necessarily follow a person's objectives and efforts. This is due to either an unfavorable circumstance or the person's restricted capabilities. The goal of the current study was to determine the degree of adjustment among Hissar City's postgraduate students. Singh's Emotional Maturity Scale (EMS) was used to assess students' emotional maturity, while Asthana's Adjustment Inventory was utilized to assess their level of adjustment. 180 female students between the ages of 18 and 22 enrolled in post-graduate courses from various colleges in Hissar City were chosen as the sample for this study. An extremely strong positive link between emotional maturity and overall adjustment.

**Keywords:** Emotional growth, success, emotional maturity, positive

### Introduction

A person attempts to balance his needs and circumstances through the process of adjustment. Success does not necessarily follow a person's objectives and efforts. This is due to either an unfavorable circumstance or the person's restricted capabilities. When he fails in this endeavor, some aberration in his behavior might show. The amount of aspiration, socioeconomic situation, family environment, school environment, anxiety, frustration, and most importantly his emotional maturity can all have an impact on the transition process.

According to Kaplan and Baron's (1986) [10] detailed description of the traits of an emotionally mature person, he has the ability to tolerate delays in demand fulfillment. He believes in long-term planning and is able to defer or modify his expectations in response to circumstances. A youngster that is emotionally developed has the ability to successfully adjust to himself, family members, peers in school, society, and culture. However, being mature also implies being able to completely embrace such attitudes and behaviors, not only having the capacity to do so.

As a result, the emotionally mature person is constantly working to attain a healthy integration of feeling, thought, and action. They are not necessarily someone who has handled every situation that caused them to feel anxious or hostile. Therefore, the process of impulse control through personal or ego agency might be described as emotional maturity.

The major goal of the current study is to determine whether female postgraduate students' emotional development and degree of adjustment are related in any way.

### Methods

#### Sample

180 postgraduate students were chosen as the study's sample from Hissar City's various colleges using the convenience sampling approach. The age range of the pupils, who were all female and from lower middle class backgrounds, was 18 to 22 years old.

#### Design

The amount of adjustments is the dependent variable in the current study, and emotional maturity is the independent variable. Instead of using direct manipulation, the selection approach is used to manipulate the independent variable.

One group repeated trial correlational research design was used in this study.

## Tool

The pupils' emotional development was studied using the Yashvir Singh and Mahesh Bhargava (1984) <sup>[11]</sup> emotional maturity scale, and their level of adjustment was assessed using Asthana's (1967) <sup>[1]</sup> Adjustment Inventory.

## Analysis of the Data

The link between the students' scores on emotional maturity and adjustment was examined using the mean, standard deviation, and Pearson's product moment method.

## Results and Discussion

The findings indicate that there is a substantial correlation between the mean emotional maturity scale scores of female students and their mean adjustment inventory scores. According to both the emotional maturity scale and the adjustment inventory norms, a lower mean score suggests a higher level of emotional maturity and adjustment, whereas a higher mean score implies a lower level of emotional maturity and adjustment.

Numerous studies have been done on emotional development, adjustment, and other relevant topics. Gakhar (2003) <sup>[2]</sup> investigated the connection between secondary school students' academic success and their emotional maturity self-concept. Richards *et al.* (2003) <sup>[6]</sup> compared the emotional and behavioral growth of adolescents with exceptional intellectual capacity to that of adolescents with medium ability.

It has been discovered that teenagers who are intellectually brilliant have much fewer depressed symptoms and improved teacher attitudes. Higher sense of sufficiency and self-reliance. The study by Hangal and Aminabhavi (2007) <sup>[5]</sup> also showed that adolescents with working mothers have more emotional maturity than those of stay-at-home mothers.

**Table 1:** Means and correlation of emotional maturity scale and adjustment inventory

Tools	Emotional maturity scale	Adjustment inventory	r value
Mean	85.9	128.9	0.65

According to the results, pupils who scored lower on the emotional maturity scale ( $M = 85.9$ ) also scored lower on the adjustment inventory ( $M = 128.9$ ), proving that when emotional maturity is strong, general adjustment levels are also adequate. The obtained correlation between the two is 0.65, indicating a strong link between the two variables in question.

In actuality, a person's behavior, adaptability, and emotional development are all closely tied to one another. Consequently, it becomes essential that a child develop emotionally in a healthy way. It indicates that the ratio of one's positive to negative emotions should develop in such a way that negative emotions cannot affect his mental health.

He should properly improve his capacity for emotional catharsis so that he can lessen the severity of the tensions and imbalances in his mind that result from unpleasant feelings.

## Conclusion

A person attempts to balance his needs and circumstances through the process of adjustment. Success does not necessarily follow a person's objectives and efforts. This is due to either an unfavorable circumstance or the person's restricted capabilities. When he fails in this endeavor, some aberration in his behavior might show. An extremely strong positive link between emotional maturity and overall adjustment. The truth is that an individual's behavior,

flexibility, and emotional growth are all intimately related to each other. A child's emotional development must therefore proceed in a healthy manner. It suggests that a person's positive-to-negative emotion ratio should evolve so that negative emotions are unable to impact his mental well-being. To reduce the intensity of the tensions and imbalances in his psyche brought on by negative feelings, he should appropriately increase his ability for emotional catharsis.

## References

1. Asthana HS. Manual of Adjustment Inventory, Rupa Psychological Centre, Varanasi; c1967.
2. Gakhar SC. Emotional Maturity of Students at secondary stage, self-concept and academic achievement, J of Indian education. 2003;XXXIX(1):100-106.
3. Goleman D. Emotional Intelligence, New York, Bantom books; c1995.
4. Goleman. Working with emotional intelligence, New York, Bantom books; c1998.
5. Suneetha M, Aminabhavi VA. Self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and home-makers, J of the Indian Academy of Applied Psy. 2007;33(1):103-110.
6. Richards J, Encel J, Shute R. The emotional and behavioural adjustment of intellectually gifted adolescents, a multi dimensional, multi informant approach, High ability studies. 2003;14(2):153-164.
7. Shinde VR. Emotional maturity in swadhyayee youths associated with divine brain trust and non-swadhyayee youths, Behavioural scientist. 2002;3(2):81-90.
8. Singh Y, Bhargava M. Manual for emotional maturity scale, National Psychological Corporation, Agra; c1990.
9. Strongman KT. The Psychology of Emotion (2<sup>nd</sup> Edition) New York, John Wiley & Sonss; c1981.
10. Sussman JI, Baron EJ, Goldberg SM, Kaplan MH, Pizzarello RA. Clinical manifestations and therapy of Lactobacillus endocarditis: report of a case and review of the literature. Reviews of infectious diseases. 1986 Sep 1;8(5):771-6.