

A COMPARATIVE STUDY OF ADJUSTMENT AND EMOTIONAL MATURITY BETWEEN GENDER AND STREAM OF UNDERGRADUATE STUDENT

*MUKESH KUMAR PANTH, **NANDANI CHAURASIA, ***MANSI GUPTA

*Assistant Professor of Psychology, Deptt. Of Psychology, Nehru P. G. College, Lalitpur (U.P.), India

**Deptt. Of Psychology, Nehru P. G. College, Lalitpur (U.P.), India

***Health Education Officer, PHC, Birdha, Lalitpur (U.P.)

ABSTRACT

The purpose of the present study was to see the relationship between emotional maturity and adjustment of college student and to see the impact of gender & stream on emotional maturity and adjustment. For this purpose 100 student of B.A. & BSC (50 boys + 50 girls) were selected from different college of Lalitpur. They were in the age group between 18-22 years. To collect the required data for the present study EMS developed by Singh and Bhargava (1990) and adjustment inventory college students developed by A. K. P. Sinha & R.P. Singh (Hindi Adaptation) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD, test and correlation. The result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

KEYWORDS: Adjustment, Emotional Maturity, Gender (Boys & girls) and Stream (science and art).

INTRODUCTION

Adjustment and emotions both plays a very important role in a human's life. A person is social human being, who lives in the society and faces every conditions and situations of their life in the environment (good or bad) of his society. In a human's life adjustment and emotions both plays a very impressive and important role. If a person can adjust very well, so his life is also very well and he adjusts in every situation (good or bad) in his life, so his adjustment level is good. And he feels like happy, joy and calm, but if a person is not doing adjust in our daily life's situations so he can feel stress, irritating and sad, all these are types of emotions. So now we can say that if person is not doing adjust with their daily life situations so these situations affect also their emotions.

Adjustment is a behavioral process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces.

Adjustment is defined as a process where in one builds variations in the behavior to achieve harmony with oneself, others or the environment with an aim to maintain the state, aim to maintain the state of equilibrium between the individual and the environment.

Adjustment is one of the most important psychological activities of human being. Life is a process of adjustment. If anyone wants satisfaction in life, then one has to adjust with their environment.

“Happiness comes from.....some curious adjustment to life.”
Hugh Walpole....

College is an exciting time of life one filled with many profound transitions in preparation of an exciting and fulfilling future. They have to adjust their own changes in personality on one side and the changing socioeconomic environment on the other side. In recent years there has been growing interest in adolescents' transition to college and the development of socio-emotional challenges that accompany the transition, only half on the entering college students manage to finish their degree in a specified period and the remaining half dropout at some stage. United state of development of education,(2001) in a study concluded that college student are at risk for failure to graduate. Belch, Gebel and mass (2001) also noticed that academic performance made a difference in the retention of students also they found that more adjusted students in the in institution have average & more success in college and life in general. In a study conducted by Gerdes & Mallin Mallinckrodt, (1994) found that the shift between high school and colleges can be challenging and many changes occur in emotional, social and academic adjustment.

“Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment.”

1.Lazarus (2001), defined that the “ Adjustment as a ways of managing and consists of coping with various demands and process of life.”

Areas of adjustment

1- Home Adjustment- As students adjust to freedom and responsibility in college, relationship and other significant people change. Freshman and their parents may fear losing aspects of their. It may also be difficult to readjust to curfews, chores or care for younger siblings on visits home. Parents also need to adjust during this period. Their children have become independent in some ways but are still somewhat dependent upon their parents.

2- Health adjustment- Heightened emotionality even when the expressions are controlled tends to make one nervous or ill. It is often accompanied by specific mannerism such as nail biting or giggling, creates the impression that the person is silly or immature.

3-Social Adjustment- Social adjustment is the, most difficult developmental tasks of students' life. This adjustment has to be done with members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments.

4- Emotional Adjustment- Emotional adjustment also called Neuroticism emotional equilibrium. Emotional adjustment is less conceptually controversial dimension (Costas Mc Care, 1992; Digman, 1990; Wiggins & Trapnell, 1997).

5- Educational Adjustment- The ability of student to achieve adjustment with university life and reaching a state of satisfaction on his performance, colleges, teachers and the environment as a whole.

EMOTIONAL MATURITY

Maturity as defined by Finlay (1996) is the capacity of mind to endure an ability of an individual to respond to uncertainty, circumstances or environment in an appropriate manner.

“Maturity is the ability to respond to the environment in a manner.”

Emotional maturity is one of the person's growth stages in life and is considered an essential step in considered an essential step in achieving the success and happiness along with the achieving the physical, mental, social, economical maturity.

According to Walter- “Emotional maturity is one of the vital components of personality which characteristics multi-trait no cognitive psychological concept”.

Areas of Emotional maturity

1-Emotional Stability- “Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.”

2-Emotional progression- Emotional progression is also known as emotional development. Emotional development/progression is the emergence of a child's experience, expression, understanding, and regulation of emotions from birth through late adolescence.

3-Social Adjustment- social adjustment is an effort made by an individual to cope with new standards values and needs of a society in order to be accepted. It can be defined as a psychological process.

4-personality Integration- Integrated personality is one in whom aspects of personality are working in a harmonious and effective manner.

5-Independence- Independence is of central importance to the elderly (kontana, 1997; kending, 1986). Yet their achievement of independence is often constrained (Kuypers, 1972; Bromley, 1978).

Bhat, et al., (1961) conducted a study on a sample of 2500 adolescent boys and girls drawn from urban and rural schools and colleges. The correlation coefficients between the three areas of adjustment viz., emotional, social and family were statistically significant. Judith (2000) concluded in his study that adolescents in well differentiated family systems were characterized by higher levels of psychosocial maturity and emotional independence and males' adjustment remains lower than females in poorly differentiated family systems. Gebel and Mass (2001) also noticed that academic performance made a difference in the retention of students also they found that more adjusted students in the institution have average & more success in college and life in general. Gupta and Gupta- (2011) found that female children were better in social adjustment while in educational adjustment boys and girls have same order of adjustment. Gakhar S. C. (2003) "Emotional maturity of students at secondary stage: self concept and academic achievement", Punjab University, Chandigarh. This paper probes into their relationship between emotional maturity and self concept on academic achievement of students at secondary stage. Peter Lichtenberg (2005) in his research on "Emotional Maturity across Life Span" found that only that man has ability to work with others who has emotional maturity and stability. He focused on ageing as well as personality and emotional maturity across life span in his study studies related with adjustment. Meenakshi & Saurashtra (2003) and Kaur (2001) conducted a study on as sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. Kaur (2001) revealed insignificant difference on emotional maturity between boys and girls. Manju Gehlawat (2011) to study the adjustment among high school students with respect to their gender, no significant differences were found in the emotional, social, educational, social, educational and the total adjustment of students with respect to their gender.

MAIN OBJECTIVES

In this study we want to examine the level of Adjustment and Emotional Maturity on college going students & also to examine the AICS & EMS with gender (boys & girls) & stream (art & science) of undergraduate (U.G.) students.

HYPOTHESIS

H.1 There will be significant differences in between boys and girls Adjustment.

H.2 There will be significant differences in between boys' and girls' Emotional Maturity.

H.3 There will be significant difference in between art and science student's Adjustment.

H.4 There will be significant difference in between art and science student's Emotional Maturity.

METHOD

TYPE OF RESEARCH AND DESIGN

It is as exploratory study using 2X2 ANOVA design. There are two IV's and two DV's.

Types of Independent Variables

There are two IV gender (boys and girls) and stream (science and art) and two DV Adjustment & Emotional Maturity

Sample

The sample considered of 100 undergraduate college students, of Deep Chandra Arts College, Lalitpur (u.p.) and Nehru P.G. college (U.P.), Lalitpur (U.P.) and M.S.D.M College Pali Lalitpur (U.P.)

Criteria of sample selection

Only those young respondents were included in the samples who were studying in under graduation of 18-22 years, unmarried.

Procedure

The first test was given A.I.C.S. (Adjustment Inventory college students) it has it has five categories and it has 102 questions after that given the second test paper E.M.S (Emotional Maturity Scale) it also has five categories and 48 question.

Instructions

In Adjustment Inventory College Student (AICS) paper, as you can see it is a test booklet and an answer sheet. Inside this booklet are some questions to see what adjustment level you have. It has two answer YES or NO, and there are no right" and "wrong" answer.

In Emotional Maturity Scale (E.M.S.) Test paper given 48 statements about yourself. Five possible modes of responses are provided, such as VM: very much; Much; UD Undecided; Probably and N: Never. Read each question carefully and mark tick of right in any one of the five alternative response

Data collection

For collecting the data, four group selected randomly each group have 25 subjects. A verbal consent was taken from respondents after informing them the purpose of the study. Thus a sample of 100 respondents: 50 boys and 50 girls aged between 18-22 years were selected. They were then handed over a copy of the questionnaire to respond.

RESULT AND DISCUSSION

As a result of Adjustment gender and Emotional maturity gender with stream is a very interesting topic. Here we found the impact of Adjustment and Emotional Maturity on gender and stream (Art & Science).

Analysis of variance (ANOVA) is a statistical technique used to test the significance of the difference between means of number of different group. ANOVA deals with difference between sample means and has no restrictions on the number of means.

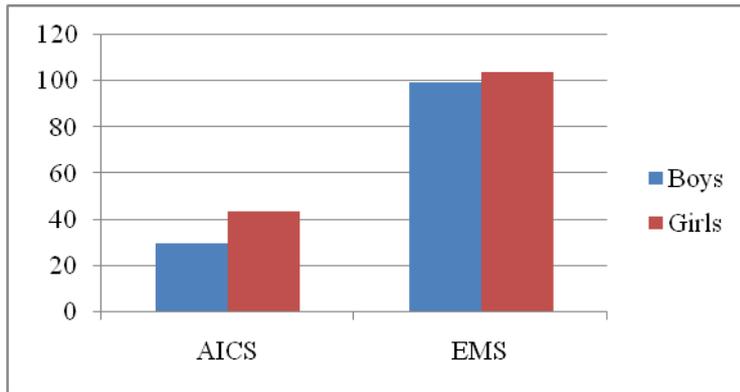
Analysis of variance methods suitable for balanced data were used to validate the significance of dependencies of the art and science indicators on the Adjustment and Emotional Maturity components.

The level of significance is the maximum probability with which a researcher would be willing to risk the rejection of the null hypothesis, where in fact it should have been accepted (Spiegel, 1972). In practice, a level of significance of 0.05 or 0.01 is customary. If a 0.01 (1%) level of significance is selected to test the hypothesis, the researchers will be 99% Confident the right decision has been made. The level of significance used in this study was that of a significance level of 0.05 as the cut-off point for rejecting the hypothesis.

An Analysis of variance was conducted to explore the impact of gender with stream on Adjustment (AICS) and Emotional Maturity (EMS).

Table no.1 Mean Table of AICS & EMS on Gender

Gender		Adjustment	Emotional Maturity
Boys	Mean	29.6000	99.6800
	S.D.	8.63311	26.60477
	N	50	50
Girls	Mean	34.6000	104.1000
	S.D.	16.24180	28.82477
	N	50	50
Total	Mean	32.1000	101.8900
	S.D.	13.18210	27.68579
	N	100	100



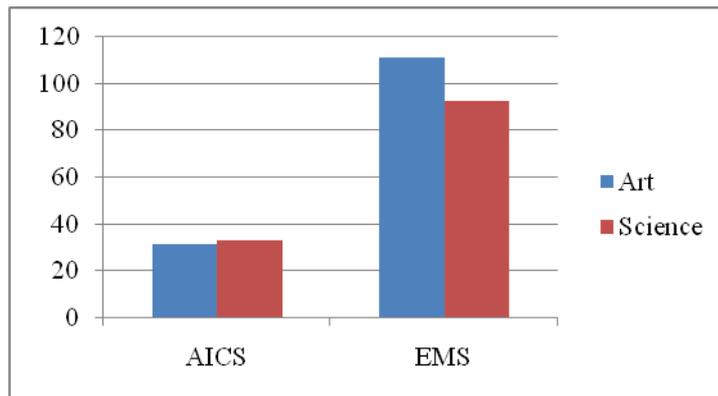
Graph No. 1 of AICS & EMS in between Boys & Girls

Table NO .1 shows the means of gender on both types, table has means based on number of subjects. The table shows the mean value of AICS and EMS with reference to gender. This table presents the contest in which the difference between AICS & EMS on gender.

The mean of Girl's AICS is greater than Boy's AICS (Mean B 29.60, G 34.60) the mean of girls' EMS is greater than boys' EMS (B 99.68, G 104.10). The mean of AICS is less than EMS (AICS= 32.10 < EMS= 101.89). According to this present result of AICS we can say that girls are capable to adjust situations in their life's very well comparatively boys' & also in EMS we can say that girls have good emotional maturity comparatively boys. Thus girls can control & manage ourselves emotions very well according to conditions and also they can understand emotions of other person. In the final result of AICS & EMS with gender (boys & girls), EMS level is good comparatively AICS. Thus Emotional Maturity level is good in boys & girls.

Table NO. 2 Stream table of AICS & EMS

Stream		Adjustment	Emotional Maturity
Art	Mean	31.3400	111.1200
	S.D.	10.90330	29.10477
	N	50	50
Science	Mean	32.8600	92.6600
	S.D.	15.19937	22.97169
	N	50	50
Total	Mean	32.1000	101.8900
	S.D.	13.18210	27.68579
	N	100	100



Graph No. 2 of AICS & EMS in between Art & Science

Table shows the means of Stream on both types, table has means based on number of subjects. The table shows the mean value of AICS and EMS with reference to stream. This table presents the contest in which the difference between AICS & EMS with Stream.

The mean of Art's AICS is less than Science's AICS, Mean (A 31.34, S 32.86 the mean of Art's EMS is greater than Science's EMS, Mean (A 111.12, S=92.66). The mean of AICS is less than EMS. (AICS=32.10 < AICS=101.89).

According to this present (above) result we can say that science students have well Adjustment comparatively art students. And science students can adjust and manage in their life's conditions & they can adjust in every situation very easily. In the result of EMS we can say that art students have good Emotional Maturity comparatively science students. Thus art students can control & manage ourselves emotions very well in every situation of life. The final result of Art & Science with AICS & EMS, we can say that EMS level is good comparatively AICS. Thus Emotional Maturity (EMS) level is good of art & science students comparatively AICS.

ANOVA

Table no. 3 ANOVA table of AICS & EMS on gender

	Sum of Squares	Df	Mean Square	F	Sig.
AICS- * Gender					
Between Groups	625.000	1	625.000	3.695	.057
Within Groups	16578.000	98	169.163		
Total	17203.000	99			
EMOTIONAL_ MATURITY-* GENDER					
Between Groups	488.410	1	488.410	.635	.428
Within Groups	75395.380	98	769.341		
Total	75883.790	99			

Table no.3 Total shows the main and effect of gender, the main effect of gender on AICS is not found significant and also in EMS is not significant. On the basis of gender, here is no significant difference in AICS & in EMS. The mean of boys and girls on AICS (mean=B 29.60 and G 34.60). The effect between boys and girls is found no significant ($F=3.695$). This suggests that girls have more Adjustment than boys. The mean of boys and girls on EMS mean (B 99.68 and G 104.10). The effect between boys and girls is not found significant ($F=.635$). This suggests that girls have more Emotional maturity (EMS) than boys.

Table no.4 ANOVA Table of AICS & EMS on Stream

	Sum of Squares	Df	Mean Square	F	Sig.
AICS-Total Stream					
Between Groups	57.760	1	57.760	.330	.567
Within Groups	17145.240	98	174.951		
Total	17203.000	99			
EMOTIONAL MATURITY TOTAL Stream					
Between Groups	8519.290	1	8519.290	12.394	.001
Within Groups	67364.500	98	687.393		
Total	75883.790	99			

Table no. 4 Total shows the affects of stream (art & science) with AICS is not found significant but with EMS is found significant. On the basis of stream, here is significant difference in EMS but not in AICS. The mean of Art and Science on AICS (mean=A 31.34 and S 32.86). The effect between Art and science is not found significant ($F=.330$). This suggests that Science students have more Adjustment than Art student. The mean of Art and Science on EMS (mean=A 111.12 and S=92.66). The effect between Art and Science is found significant ($F=12.394$, $p<.05$). This suggests that Science student have more Emotional maturity (EMS) than Art student.

The present study was designed to center Adjustment and Emotional Maturity by effect of gender and Stream. Study made an attempt to identify the stream (art & science) and gender (boy & girl).

Data collected from the U.G. student's subjects has to respond on AICS and EMS. A total of 100 students constituted the sample of the present study. The sample was divided in to four groups on the basis of gender (boys & girls), and stream (art & science). Each of the four groups consisted of an equal no of Gender and stream.

The two variables of gender and stream resulted in $2 \times 2 = 4$ groups of respondents. Each of these four group sub groups consisted of 50 respondents. This design enables exploration of effects of gender and stream on Adjustment and Emotional Maturity.

In this present study effect of Stream and gender were found on AICS and EMS. There are no significant difference is found in AICS and EMS on the basis of gender and stream.

H.1 There will be significant differences in between boys and girls Adjustment.

The finding related gender is our hypothesis, mean score of girls total AICS is more than boys' total AICS. Thus girls have more AICS than boys and there is no significant difference found in boys' and girls' adjustment. Thus we can say that on the basis of gender, boys and girls have equal Adjustment level. The $F=1.111$, this value is higher than .05 so there is no significant difference found between boys & girls Adjustment.

Roy, Ekka and Ara(2011) observed that Girl students were better adjusted in all areas of adjustment than Boy students.

H.2 There will be significant differences in between boys' and girls' Emotional Maturity.

The mean score of boys is higher than girls' Emotional Maturity. Thus girls have more Emotional maturity than boys but there are no significant difference found in boys' and girls' Emotional Maturity. Thus, we can say that on the basis of gender, boys and girls have equal Emotional maturity level. The $F=.635$, this value is higher than .05 so there is no significant difference found between boys & girls Adjustment.

Kaur (2001) revealed insignificant difference on emotional maturity between boys and girls.

H.3 There will be significant difference in between art and science student's Adjustment.

The mean score of Science is higher than boys' Adjustment. Thus Science has more Adjustment than Art but there are no significant difference found in Art and Science' Adjustment. Thus, we can say that on the basis of Stream, Art and Science have equal adjustment level. The $F=.330$, this value is higher than .05 so there is no significant difference found between art& science Adjustment (AICS).

H.4 There will be significant difference in between art and science student's Emotional Maturity.

The mean score of boys is higher than girls' Emotional Maturity. Thus Art have more Emotional maturity than Science but there are significant difference found in Art and Science' Emotional Maturity. Thus, we can say that on the basis of Stream, Art and Science

have different Emotional maturity level. The $F=12.394$, this value is lower than .05 so there is found significant difference between art & science emotional maturity (EMS).

CONCLUSION

On the basis of conclusion thus we can say that Adjustment of the student who build future of their life, so it is necessary of them. On the basis of the present study the adjustment of each kind of student can be known. And with help of it adjustment producing reason can be solved. This study is useful to give guidance of the college student. To know the remove the problems of individual and social adjustment of the college student. The adjustment problems of the student find out by teacher and principal, friends and family.

Emotional maturity means, in essence, controlling your emotions rather than allowing your emotions to control you. That does not mean we should hide or repress our emotions, though we can use muscle relaxation, yoga, guided imagery and other relaxation tools to reduce their intensity.

On the basis of previous chapters' study it can be concluded that girls have more Adjustment in AICS & also in Emotional Maturity (EMS) thus, girls' Emotional maturity level is more than boys'. And according to previous chapters study's result we can say that girls have more adjustment level than boys and they can adjust life's situations.

The girls and boys have no significant difference in AICS & also not in EMS. And as like According to the stream in AICS art & science students have no significant difference, but in EMS art & science students have significant difference. The study also concluded that college students are not found significantly difference with Adjustment & EMS on gender and in stream with AICS students have no significant difference, but in EMS they have significant difference.

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